



Teaching in the languages of our community: English, español, Português



Family Handbook

2019-2020

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BACKGROUND AND MISSION

Background

The International Charter School (ICS) is a dual language, elementary public school of choice, located in Pawtucket, Rhode Island. The Rhode Island Department of Education allows *independent* charter schools to be sponsored non-profit organizations. The International Institute of Rhode Island (now Dorcas International) was granted the initial charter for the International Charter School in 2001.

Corporate Structure

ICS is an independent, self-funded corporation, with its own 501c3 status and is responsible for its own budget. In 2002, the International Institute placed its endowment and building as collateral for the bond note, which ICS took out in order to complete the physical plant construction for the school. ICS pays all costs associated with the bond. ICS has its own Executive Director and Board of Trustees.

Mission

ICS was founded to help meet the educational needs of the children of Rhode Island. The mission of ICS is to integrate the diverse languages and cultures of the communities it serves by teaching all students in two languages—in Spanish and English or in Portuguese and English—and helping children develop an appreciation of other cultures. Children learn to work collaboratively from their multiple experiences and backgrounds, striving towards high standards of academic achievement. Everyone is part of a community of learners, engaging in inquiry about the world, themselves, and others.

Goals

Our students will:

- develop high levels of language proficiency in their first language and in a second language
- perform at or above standard in academic areas in both languages
- demonstrate high levels of self esteem and act as responsible members of the community

Our staff will:

- foster a love of lifelong learning in students
- participate as members of a community of learners
- foster an environment free of bias, prejudice and bullying
- contribute as members of a collaborative work environment

Our families will:

- be given educational, health, and other opportunities for growth and development
- be partners in their children's education

Our work will:

- be informed by empirically sound research

Our board will:

- be full partners in the school's operation

BOARD OF TRUSTEES

The Board of Trustees is in charge of guiding and overseeing the school's strategic development. This group is made up of parents and members of the community. This group meets approximately once each month at the International Charter School. The meetings are open to the public. Minutes from the Board meetings are available in the main office.

Kathleen Clouthier
Treasurer
Executive Director
Dorcas International Institute

Ellen Foley, Ph.D.
Parent of ICS alums
President
STEM Learning Facilitator

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Senior Associate Dean and Director
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Massachusetts Institute of Technology

Robin Torbron Warde
Director of Alumni and Parent
Engagement
Bryant University

TEACHING AND LEARNING

There are five important elements of ICS curricular programming:

- Bilingual education
- Social and Emotional Learning
- High level academic standards
- Arts and experiential learning
- Promoting healthy lifestyles
- Learning through inquiry

Together, these provide for a rich, complex, and challenging curriculum for all students. The following are some details regarding particular areas of study:

Bilingual Education

ICS uses a dual language immersion program, which means that students spend approximately 50% of their time studying in English and 50% of their time studying in either Spanish or Portuguese.

Language Use

The same core academic curriculum is available for all students. Academic instruction occurs in both languages. Learning occurs in an “additive” environment where all students have the opportunity to develop their native language and another language, or both of their native languages if they are bilingual. Separation of languages takes place by time, teacher and classroom in most cases. At ICS we use a “1/2 day” model, in which students learn entirely in one language for half of each day.

Students develop content area knowledge along with proficiency in both languages. Integrating language instruction with academic or other content matter is more effective than teaching language in isolation. Teachers provide extended opportunities for classroom discourse in the target language. We include native speakers of the language in the same classrooms as learners of that language (balanced if possible) and provide explicit and implicit language curriculum. Positive interactions of students are facilitated through the use of strategies such as cooperative learning.

Second language Instruction

Integrating second language instruction with academic or other content matter is more effective than teaching the second language in isolation. Students will develop content area knowledge along with proficiency in both languages. Teachers need to provide extended opportunities for classroom discourse in the target language. Ideally each class is balanced with native speakers and second language learners. Teachers provide explicit and implicit language curriculum.

Academic Instruction

Academic instruction occurs in two languages with mixed classrooms or in a student's native language. This allows students' access to the curriculum in native language. The same core academic materials should be available for all students. Positive interactions of students should be facilitated through the use strategies such as cooperative learning.

For more information on bilingual education, go to <http://www.cal.org>.

Social and Emotional Learning

Responsive Classroom is a very important part of the everyday life of ICS. This is an approach that is intended to help our entire school community establish and live in a manner that supports respectful behavior and social and emotional development. It gives equal value to *how* children learn and *what* they learn, which in turn promotes positive social and academic growth and development for all. Some elements include:

- Morning Meeting/Closing Circle: A daily routine that builds community, creates a positive climate reinforces academic and social skills
- Rules and Logical Consequences: A clear and consistent approach to discipline that fosters responsibility and self control
- Guided Discovery: A format for introducing materials that encourages inquiry, heightens interest, and teaches care for the school environments
- Academic Choice: An approach to giving children choices in their learning that helps them be interested, self-motivated learners
- Classroom Organization: Strategies for arranging materials, furniture and displays that encourages independence, promotes caring and maximizes learning
- Family Communication Strategies: Ideas for involving families as partners in their children's education

For more information, go to <http://www.responsiveclassroom.org>.

Positive Behavior Intervention and Supports (PBIS) is an organized approach of teaching pro-social expectations that focuses on teaching, modeling and acknowledging positive behaviors. Activities, events and school functions highlight and celebrate the students' success with becoming global citizens who embody the International Baccalaureate Learner Profile. As internationally-minded students, they are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Key Elements of PBIS

- Outcomes: Academic and behavior targets that are endorsed and emphasized by students, families, and educators
- Practices: Interventions and strategies that are evidence based
- Data: Information that is used to identify status, need for change, and effects of interventions
- Systems: Supports that are needed to enable the accurate and durable implementation of the practices of PBIS

For more information, go to <http://www.pbis.org>.

Second Step

Our School Social Worker and Behavior Support Teacher teach critical social and emotional skills using the curriculum *Second Step*. Each week they *push-in* to classrooms to teach students how to manage emotions and behavior, get along with peers, solve problems peacefully that helps students succeed in school and life.

For more information go to <http://www.secondstep.org>

High Level Academic Standards

The International Charter School has been an authorized IB World School since 2018. ICS and the International Baccalaureate (IB) Primary Years Programme share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become *active, compassionate and lifelong learners* who understand that other people, with their differences, can also be right.

The five essential elements of the PYP are:

- **knowledge**, which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **concepts**, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **approaches to learning**, which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **learner profile attributes**, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **agency**, where students have voice, choice and ownership of their learning.
- **action**, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

The six transdisciplinary units that are taught each year in grades 1-5 are “Who We Are”, “Sharing the Planet”, “How the World Works”, “How We Express Ourselves”, “Where We Are in Place and Time”, & “How We Organize Ourselves”. In kindergarten, four transdisciplinary units are taught: “Who We Are”, “Sharing the Planet”, “How the World Works” and “How We Express Ourselves”, which is a year-long unit.

**Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.*

***Mission Statement: The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging*

programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

For further information about the IB and its programmes, visit www.ibo.org

Language Arts

At ICS, we strive to help students meet both the Common Core State Standards (CCSS) and language learning objectives (<http://www.corestandards.org/ELA-Literacy/>). Students engage in learning comprehensive reading and writing strategies through the IB transdisciplinary units.

Reading is taught through **American Reading Company** English (IRLA) and Spanish (ENIL). It delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors needed to learn next in order to accelerate reading growth. They receive small group instruction at their level, as well as individual and group conferencing with teachers.

For further information about the American Reading Company, visit <https://www.americanreading.com/>

Mathematics

Students at ICS are expected to meet the Common Core State Standards (CCSS) in Mathematics, a clear set of skills and concepts that students need to be successful in college, career and life (<http://www.corestandards.org/Math/>). Most of the Math standards are integrated into the IB transdisciplinary units. The Math not included in the units are covered during the Math Inquiry Block daily.

Science

Students at ICS are expected to meet the Next Generation Science Standards (NGSS). Students learn about science through hands-on activities that are focused on a variety of areas of science: physical science, earth science, life science and inquiry. Science is integrated into the IB transdisciplinary units.

Learn more at <http://www.nextgenscience.org>

Social Studies

Students at ICS meet the expectations of the College, Career and Civic Life (C3) Framework for Social Studies State Standards and Rhode Island Social Studies Framework by learning through a variety of units that explore the self, family, local and global communities, history and civics. Social Studies is integrated into the IB transdisciplinary units.

Learn more at <https://www.socialstudies.org/c3>

Parent-Teacher Communication

At ICS, we truly feel that parents are our partners in helping children create and meet their educational goals. There are a few times each year, where we set aside time for all teachers and parents to meet to plan together and discuss students' development.

Progress Reports and Parent-Teacher-Student Conferences

The conferences and progress reports schedule:

- Fall: social/emotional standards progress report and an “as-needed” PTS conference
- November: complete academic progress report, NO Conference
- Winter: complete academic progress report and PTS conference
- Spring: Celebration of Learning student-led conference and a complete academic progress report

These meetings present opportunities for teachers, students, and families to reflect and plan together as a team. Apart from Parent-Teacher-Student conferences, teachers can be available to meet with families if they have questions or concerns about their child, or if they want more information about his/her development. Parents wishing to meet with their child’s teacher should call the school to arrange an appointment date and time. Parents should arrange to meet teachers after school on weekdays, or by arranging a mutually convenient time. Teachers generally will not be available to meet parents between 8:30 A.M. and 3:00 P.M.

If a child is not reading at grade level, teachers and parents will create a Personal Literacy Plan (PLP) to support the child’s progress in reading. These PLP’s are mandated by Rhode Island, until the time when a PLP is not needed.

If a child is not performing at grade level in Math, teachers and parents will create a Personal Math Plan (PMP) to support the child’s progress in reading.

Arts

Music Program

The study of music in our elementary school focuses on the development of appreciation, understandings, and attitudes essential to music literacy. Students experience music through a variety of related activities, which include listening, singing, moving, and playing melodic and choral instruments. Emphasis is placed on exploration, appreciation, creativity, expression, and enjoyment. The music curriculum is aligned with the RI Arts Framework and all students have music class with a certified music teacher once every three days for 45 minutes.

Visual Arts Program

Our visual arts program strives to unify student learning in the arts so that art is not taught as an isolated activity, but one that is integral to human experience. Students will develop their communication and critical thinking skills through visual, verbal and written expression. The elementary art program includes skill development in drawing, painting, printmaking, sculpture, as well as responding to works of art and making connections to other disciplines and other aspects of the world. The art curriculum is aligned with the RI Arts Framework and the new National Core Arts Standards. All students have art class with a certified art teacher once every three days for 45 minutes.

Promoting Healthy Lifestyles

Physical Education

Students participate in activities that develop motor skills, basic game skills and body awareness. Our program stresses the importance of achieving an appropriate level of physical fitness. Students have physical education classes from a certified physical education teacher once every three days for 45 minutes each class.

Fuel Up to Play 60

Fuel Up to Play 60 is the nation's largest in-school health and wellness program, created by the National Dairy Council and National Football League in collaboration with the U.S. Department of Agriculture. This free program offers funding opportunities for schools and an online Playbook full of school-tested action strategies to improve healthy eating and physical activity at school and beyond. Fuel Up to Play 60 empowers students, with the support of adults, to take the lead in making healthy changes and to have a positive impact in their communities. Over 73,000 schools are involved, and 38 million students have been reached through the program nationwide.

Health Education

The goal of our elementary health program is to focus on developing skills that will help keep the students safe. The students learn the importance of how to keep the body healthy through proper care of the body, good nutrition, and avoidance of disease. Students learn about health topics with their classroom teachers and our School Nurse Teacher.

EXTENDED LEARNING OPPORTUNITIES

Summer school and after school programs provide ICS students extended learning opportunities.

Summer School

ICS offers a Title I program designed to help students who are not meeting grade level expectations in reading and/or math in English. There is no charge for children to participate in this federally funded program.

After School

ICS's after school program, ICS +, is designed to provide families with an after school care and learning opportunity for their children from the end of the school day until 6:00 P.M. The fees are: \$20/day (1 day), \$40/week (2 days), \$50/week for 3 days, and \$80/week (4-5 days). Applications are available in the main office or on our Website.

SPECIAL EDUCATION

Special education services at ICS are provided in the context of a philosophy that emphasizes the importance of small classes and individualized attention for all students.

Within the guidelines of charter school law and in comport with Federal and state law, traditional special education services are also available for those students who are determined to be eligible by the Evaluation Team. Reflecting the ICS's inclusive philosophy, students with Individual Education Programs (IEPs) attend all regular classes for 80% or more of the school day.

Range of Services

Like any special education program, the individual needs of the student determine the program and services to be provided. Services currently provided at International Charter School include:

- Special Education

- Adaptive Physical Education
- Speech and Language
- Occupational Therapy
- Positive Behavior Supports and Intervention
- Counseling
- Extended School Year (ESY)
- Other services as needed are provided through contracted services

Mary Pendergast is our Special Education Administrator. Margie Biancuzzo and Laura Lorenzo provide Speech and Language services and Jean Cavanaugh provides occupational therapy services. Related service providers work as independent contractors or through contracts with outside agencies.

Maggie Habershaw and Isaura Cortes are full time special education resource teachers. They work in collaboration with classroom teachers to provide specialized instruction and supplementary aids and services and program modifications.

The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child’s IEP, including assisting in the determination of:

1. Relationship of the child’s strengths, needs, present levels of academic achievement and functional performance, and goals, to district and state performance standards;
2. Appropriate positive behavioral interventions and strategies for the child;
3. Supplementary aids and services, program modifications or supports for school personnel that will be provided for the child.

ICS’s Local Advisory Committee (LAC)—comprised of families, staff and community members—meets five times a year to discuss issues related to Special Education at ICS.

504 PLAN

Students with disabilities who do not qualify for special education services may qualify for a 504 Plan, part of the federal civil rights law that prohibits discrimination against public school students with disabilities. That includes students with learning and attention issues who meet certain criteria.

Much like an IEP, a 504 plan can help students with learning and attention issues learn and participate in the general education curriculum. A 504 plan outlines how a child’s specific needs are met with accommodations, modifications and other services. These measures “remove barriers” to learning. Families can contact ICS Director Julie Nora to learn more about the 504 process.

ASSESSMENT

ICS participates in all state and federal assessments, and we assess students at the school level on an ongoing and meaningful basis. We have high academic standards for all students in all languages and recognize the need to assess students in all languages. Teachers collect data on each individual child to discover his/her interests, unique characteristics, attitudes and abilities throughout the year. Assessment of children’s development and learning is

essential if teachers are to provide curriculum and instruction that is meaningful.

Rhode Island State Assessments

The International Charter School participates in all state assessments. All students in grades 3-5 are assessed annually in math, reading and writing. With the Rhode Island Comprehensive Assessment System (RICAS). Testing occurs once annually: in the spring.

Students in grade 4 are also assessed in science with the Next Generation Science Standards (NGSS). Testing takes place in May for science (Detailed testing schedules and tips will be sent home to parents of students in grades 3-5 at the start of the school year).

The ACCESS for ELLs will be administered to all students for all English English Learners who are not on grade level in English between mid January and mid February. More information can be found at <http://www.ride.ri.gov>.

HOMEWORK

Purpose of Homework

Homework can be a tool to expand opportunities for academic excellence by:

- providing opportunities for students to develop good study habits and to build self-discipline and responsibility
- communicating with parents/caregivers about what their child is doing in school
- helping to individualize instruction.

Homework has different purposes at different grades. For younger students, it can foster positive attitudes and habits of work. For older students, it can expand upon daily learning experiences.

Parental oversight of homework is essential. The parental role should include:

- Providing an appropriate time and place of study.
- Monitoring this time, which should be free of distractions, such as radio, television, and video games.
- Communicating to the child that completing homework is important.
- Contacting their child's teacher(s) about questions or concerns with homework.

Each child in grades 1 - 5 will bring home a homework journal. Parents/caregivers should look at and sign their child's homework journal daily.

Homework in English, Spanish, Portuguese

By the very nature of our program, teachers will assign homework in a language that the parents/caregivers may not speak, read, or write. Assignments are an extension of the day and teachers will explain homework assignments in class. A child should be able to complete such assignments without the parent/caregiver needing to know the language. We encourage families to support children in their efforts to learn the language not spoken in the home—it helps everyone to be more successful.

Amount of Homework

When we design homework assignments, keep children's developmental stages in mind to create work that is "just right." For all of our students we expect that minimally, families

should read 30 minutes daily with their children (read to or have children read to parent) and to review the child's day. Specific subject matter and assignments should be made by individual teachers and teams to reflect their students' grade and developmental levels.

Family Message Journals

ICS teachers have students write Family Messages Journals (FMJs) weekly. FMJs provide an authentic audience (you!) and purpose for students, motivating them to develop their writing skills as they inform families about school activities. Please be sure to respond to students, as this is what motivates them to write and will help them develop their reading skills as well.

FIELD TRIPS

Field trips are part of our experiential learning program and are scheduled throughout the year. Permission slips are sent home to cover all walking field trips for the year with back-to-school information. Other permission slips will be sent home to cover each additional educational or cultural trip. Please return these slips promptly to ensure that your child can participate in these experiences. If we do not have a permission slip, your child will remain at school in another classroom.

RECESS AND PLAYGROUND

Playground and Recess

Our playground is used by ICS students for recess during the day. After school, families are welcome to use the playground, which closes at dusk. The playground is located at the corners of Taft and Tidewater (around the corner from our entrances). Please follow the rules of the playground and be safe and treat our playground with respect.

Recess

Each day we take children outside for recess for 20 minutes before lunch for grades K-5 and afternoon recess for grades K-3. We believe that students need good outdoor activity, which is part of our social and physical education program. Thus, unless it is raining or extremely cold (less than feels like 27 degrees F), we will go outside. Please dress your child appropriately to be outside. If you believe that there is a medical reason why your child should not be going outside, we will need a note from the doctor, which we will be glad to honor.

At each grade level, teachers spend time at each recess teaching students how to play a variety of games. Students also have the opportunity to engage in free play, use of our playground equipment and structured activities.

ARRIVAL, DEPARTURE & PICK UP

School Hours

- School Hours: 8:30 A.M. to 3:00 P.M. Monday through Friday
- Office Hours: 8:00 A.M. to 4:00 P.M. Monday through Friday

Arrival & Departure

Each morning, all students are either dropped off by parents/caregivers or arrive by school bus. Parents/Caregivers who drop off go to the side of the building to Tower Street, where

we have staff awaiting students, or they can park and bring their child into the building. If you choose to park, please honor all parking restrictions. Students enter on the first floor (Tower Street) and proceed to the Community Room, where breakfast will be available from 8-8:20 A.M. Any child arriving after 8:20 will be served a “Grab and Go” breakfast. Teachers pick students up from the Community Room at 8:20 A.M. to take students to classrooms. Doors on the first floor (Tower Street) close at 8:25 A.M., any student arriving after that time must proceed to the 2nd floor main entrance on Pleasant Street to the main office. Any student who arrives at 8:30 A.M. must check in at the front desk. The instructional day is from 8:30-3:00 P.M.

Pick Up

Families can pick students up between 3:00-3:15 P.M. Students can be picked up at school only by those adults who are authorized. People with whom we are not familiar will not be allowed to pick up a child unless we have been notified in advance and a picture ID is presented at the time of pick up. In cases where there are court ordered custody arrangements or restraining orders in effect, ICS must receive a copy of such arrangements. If changes to the usual pick up routine occur during the day, parents/guardians MUST notify the school office by phone by **noon**, and we will accommodate changes.

TRANSPORTATION

For the following cities/towns, any student who lives farther than .75 miles from school is allowed to ride a school bus free of charge, arranged through ICS: Barrington, Bristol/Warren, Central Falls, Cranston, East Providence, Johnston, Lincoln, North Providence, Pawtucket, Providence, and Smithfield. Prior to the opening of school you will be notified of the pick up and drop off locations and times.

Any questions about bus transportation (i.e., changing bus stops, late buses, pick up and drop off locations and times, etc.) should be directed to ICS. Below is the contact for the bus company parents/caregivers can call before 8:00 A.M. or after 3:00 P.M. in case they have any questions or concerns. A parent/caregiver MUST accompany the child to and from the bus stop. Students who normally do not ride a bus will not be allowed to ride a bus without authorization from a parent and the school district of the bus.

Ocean State Transit: (401) 435-5500 *or* (401) 435-8080

Safe and respectful behavior on the bus is required to and from school. This enables the driver to concentrate on driving and for all of our students to have a peaceful bus ride. If a student misbehaves on the bus, it is reported to ICS. An administrator speaks with the child and then calls the parent/caregiver to make them aware of the situation. The consequence procedures are:

| | |
|-------------|--|
| 1st Offense | Discussion/Verbal warning/Parent Notification |
| 2nd Offense | Discussion/Bus Suspension (1 day) |
| 3rd Offense | Discussion/Bus suspension (2 days) |
| 4th Offense | Discussion/Bus suspension (1 week) |
| 5th Offense | Discussion/Bus suspension (remainder of the school year) |

A parent/caregiver MUST be at the bus stop on time for drop off/pick up each day. If your child is brought back to school up to three times, he/she will lose the privilege of taking the

bus.

SCHOOL CLOSINGS

There will be no school on the following days:

- Labor Day
- Primary Day
- Indigenous Day
- General Election Day
- Veterans Day
- Thanksgiving
- Winter Break
- Martin Luther King, Jr.'s Birthday
- Mid-Winter Recess
- Good Friday
- Spring Break
- Memorial Day
- Days for Parent/Teacher Conferences
- Professional Development Days

School Cancellation, Late Openings, or Early Dismissal due to Weather Conditions

Due to hazardous road conditions caused by snow or other weather conditions, school may be canceled, open late, or close early. Check the following media sources to see whether ICS is closed:

- radio (WPRO, 630AM)
- television news (ABC 6, NBC 10, or Channel 12)
- online at <http://www.turnto10.com/closings>

We are listed as “The International Charter School” NOT “Pawtucket School Department.”

ATTENDANCE POLICY

Absences

Absence from school breaks the continuity of learning. Please make every effort to ensure that your child attends school regularly and arrives on time each morning. Only illness and emergencies should prevent students from attending school. We ask parents to arrange medical and dental appointments for after school hours whenever possible. On the day a student is absent from school, a parent or guardian must notify the school **main office** by 9:30 AM. Parents/guardians of school aged students are responsible for their child's attendance at school, as required by law.

While we understand that unexpected emergencies may arise, we encourage children not to miss school. Family vacations should be scheduled in conjunction with school vacations, **NOT** during instructional time. ICS is a school of choice and many children are on a waiting list to enter our school. Any student who is absent for five (5) unexcused consecutive days of school may have to forfeit his or her place in the school.

If a student has more than six (10%) unexcused absences during a trimester, s/he will have violated the Attendance Policy and a mandatory conference will be held with the parent/guardian, the student, the teacher(s) and an administrator to develop a plan of action

to remediate the problem.

Excused absences that do not count against the maximum absence rule are as follows:

- verified illness
- verified medical appointment (student needs to provide a doctor's note)
- verified family emergency or bereavement
- verified religious observation
- verified school visits (5th grader visiting a school)

Students who have been absent from school are required to bring a written note from a parent/guardian to validate excused absence on the next school day. In case of consecutive excessive absences, a doctor's note should be provided. A student must be in attendance during the school day in order to attend after-school activities.

Unexcused Absence

1. Absences for 5 or more days:

- The Director, or her designee, must notify parent/guardian of unexcused absence each day.
- The Director, or her designee, must notify the parent/guardian of unexcused cumulative absence by phone, or letter, after the third unexcused day.
- The Director, or her designee, should follow up on the absence in an attempt to determine its cause and to help prevent more prolonged absences including home visits and/or daily calls by teachers or counselors.
- Parents/guardians must call the school to explain student absences.

2. Absences of six or more days or patterns of chronic unexcused absence.

- The home/visitor, social worker, or teacher, shall make a personal contact with the parents/guardians by phone, or by means of a home visit, in order to determine the cause of the prolonged unexcused absences.
- The Director or his/her designee, shall review with appropriate staff, and the parent/guardian, all records on the absent student, including permanent records etc., and determine the need for appropriate action.
- When it is necessary to schedule a mandatory parent/guardian conference, the following must occur:
 - The parent/guardian will be notified in writing of the unexcused absence from class by the Director or his/her designee. Phone contact should also be made, if possible.
 - The parent/guardian notification must include:
 - an accurate and comprehensive statement of the dates of absences or lateness preceding the notification;
 - arrangements for the time, date and location of the conference;
 - the school official presiding at the conference.

3. School personnel should develop a plan for solving the problem with the parent/guardian and student. A written record should be kept and a copy sent to all participating parties.

Tardiness

The instructional day begins at 8:30 A.M.; children who arrive after 8:30 A.M. must enter through the 2nd floor main entrance on Pleasant Street and obtain a late pass. If your child is late, a parent/guardian must accompany their child into the school and sign them in. In serious cases of repeated tardiness ten (10) or more per trimester, a mandatory conference must be held with the parent/guardian, the student, the teacher(s) and an administrator to develop a plan of action to remediate the problem.

Excused tardies that do not count against the maximum tardiness rule are as follows:

- verified medical appointment (student needs to provide a doctor's note)
- verified family emergency or bereavement
- verified religious observation
- verified school visits (5th grader visiting a school)
- verified transportation situation

HOLIDAYS, BIRTHDAYS AND PATRIOTISM

Respecting Diversity of Opinions and Promoting Open-Mindedness

ICS has a rich diversity of cultures, religious beliefs, languages and countries of origin. The mission of ICS includes “integrating the diverse languages and cultures of the communities we serve” and “helping children develop an appreciation of other cultures”. It is also increasingly recognized that teaching children about different religions and cultures is necessary and important. Holidays can promote positive cultural identity, appreciation of other lifestyles, awareness of the larger society, and positive social interactions among children. Holidays will be presented as part of a comprehensive world view. Therefore, we do not want to ignore or mute the study of celebrations or religions—studying about cultural celebrations and religions at ICS is encouraged and allowed. The teaching of holidays and traditions from cultures around the world is academic and not devotional. In addition, the International Baccalaureate Learner Profile states that IB learners strive to be open-minded, knowledgeable and reflective to “help create a better and more peaceful world through intercultural understanding and respect.”

While we honor holidays and traditions, we do not observe any holidays as a school. We do not have classroom parties or celebrations for Halloween, Christmas, or Valentine's Day, and we do not address the concept of Santa Claus or the Easter Bunny. Instead, we promote festivities that complement our units of instruction. Differences in how each family celebrates will be evident and respected. A recognition will be made that all people do not celebrate all holidays. Activities will help children identify and think critically about various stereotypes and holiday customs.

By state law, we are required to teach about national holidays, such as Veteran's Day.

Exclusion

We are sometimes asked to accommodate students with special religious needs or practices. We will honor these requests when it is feasible. For the Pledge of Allegiance, any student can choose to stand and not put their hand over their heart and not say the pledge. For classroom activities, art lessons or the winter concert, students seeking exclusion would be given the choice to read, write or draw independently. For time that a student is excluded, the student should remain in the room since we do not have the resources to accommodate the potential of many such requests. We encourage parents to discuss with their child's teacher any specific concerns or expectations for their child early in the school year.

Birthdays

Teachers and peers will be able to acknowledge a child's birthday. Appropriate ways include: wishing the child a happy birthday, singing to the child, permitting others to make cards during free choice periods or quiet time, passing out a birthday certificate or sticker, or contributing one book to our school or classroom library (with the child's name inscribed).

At ICS, we do not have birthday parties. In order to protect those children with severe allergies, to follow the policies set forth by the Health & Wellness Committee, as well as to protect the instructional day, parents must refrain from bringing edible birthday treats (cakes, cupcakes, ice cream, candies, chips, etc.) to school. Thus, parents should not send snacks, party supplies, or invitations to school. If birthday items come to school, teachers will send the items home with the student.

If your child is having a birthday party outside of the school, and wishes to give out invitations, we will gladly pass out the invites at the end of the school day only if all students in the class are invited. If all students are not invited, the invitations are not allowed to be passed out at school.

Patriotism

Early in the school year, teachers will explain the words and the history of the Pledge of Allegiance and appropriate behavior during flag salute. Each morning before Morning Meeting, the student will choose or not choose to salute the flag. Someone (teacher or student) will direct the flag salute in one area of the room. Non-participating students will be silent during the pledge. The Pledge will be said in the language of instruction.

DRESS CODE

Student Dress Code

ICS has a dress code. Students can wear clothing with the ICS logo which can be purchased at Donnelly's. Students may also wear clothing without the ICS logo which can be purchased at many locations, including Target, Walmart, Burlington Coat Factory, Old Navy, Children's Place, etc. ICS also holds an annual clothing exchange. The **ONLY** colors included in the ICS dress code are: navy blue, light blue, white, and khaki.

Tops:

- White, light blue or navy blue
- Long or short sleeves
- All styles are allowed except deep V-neck, strapless, tank tops, undershirts or those that expose the stomach
- Shirts cannot be not be sheer
- Any shirt with the ICS logo
- If sweaters and/or sweatshirts are worn they must be the color of the dress code
- Since rooms may vary in temperature, it is highly suggested that a child is sent to school with a sweater/sweatshirt in case they are cold, which may be left in school
- Jackets cannot not be worn during the school day when students are inside the building

Bottoms:

- Navy blue or khakis
- Long pants or shorts (no jeans)
- Pants should fit appropriately, no more than 1 size larger, with the waistline not falling below the child's waist
- Leggings may **only** be worn under a skirt. If leggings are worn they should be solid color (white, light blue, navy blue, khaki)
- Navy blue, light blue or khaki dresses/jumpers
- Skorts or shorts should be worn underneath
- Length of dresses and shorts can be no more than 5 inches above the knee

Physical Education Dress Code:

- Rubber soled sneakers for Physical Education days.
- If a child does not have appropriate shoes, s/he will not be allowed to participate in P.E. class
- Sweatpants may be worn as long as they are navy blue.

Shoes:

- Comfortable closed toed shoes
- No heels of any kind
- Shoes should not have LED lights

Other:

- Hats may be worn to school, but must be removed when entering building and remain off throughout day (hooded shirts, too)
- Clothing with hurtful or hateful images or slogans is not allowed
- If accessories become a distraction, teachers may use discretion to take the item away until the end of the school day

Because the *whole* school has adopted this policy, the whole school needs to be consistent with following the dress code. We have found that it becomes a distraction for children when one child is not following the dress code. If a child comes to school with clothing not in the dress code, we will contact the parent by sending an "Inappropriate Dress" notice home. If a child consistently arrives to school out of the dress code, we will request a conference with the parent and child to discuss this. If a child needs a change of clothing because s/he is out of the dress code or soils clothing, ICS does have a supply of clothes. Whenever we change a child's clothing, we send home a "School has provided clothing" letter.

Dress Down Days

During dress down days students' clothing should reflect the school dress code but they are permitted to wear jeans (that allow free movement for recess and P.E. class) and other colors.

TOYS, PLAYTHINGS & MONEY

Playthings and Valuable Items

Sharing items from home is an integral part of our educational process here at ICS. Children share photographs, important objects, books, etc. as part of the "Morning Meeting" almost daily as part of our Responsive Classroom approach to creating a caring school environment. However, when children bring in items from home that are not

intended for these educational purposes, they frequently cause a distraction for the students. Children should not bring any item from home that distracts from the learning process on the bus or to school.

Playthings

Personal toys, electronic games, cards, walkie talkies, cosmetics, or jewelry that is used as a toy, etc. should not be brought to school, unless an item is to be used for a specific purpose within the classroom. These items distract the children and do not enhance the educational process. If a child brings in an item to school for educational purposes (i.e. to be shared within the classroom) s/he should keep the item in his or her backpack until s/he gets to the classroom, at which time s/he should give it to the teacher. If a student brings in an object that is a distraction, teachers will take the object and send home the Student Brought Inappropriate Object to School form (Appendix 4) and return the object (unless it is not safe to return the object) to the child once the caregiver signs the form.

Violence-oriented toys

We ask that harmful or violence-oriented toys or implements never be brought to school for any purpose. Toy guns and knives potentially threaten others.

Money

As a rule, students should not bring money to school. The only time a child should bring money to the school is to purchase items at a special school event (i.e. book fair, photographs, etc.) or to leave a deposit for school lunch. When parents/caregivers send money to school, they should place the money in a sealed envelope with the child's name, teacher's name, room number and purpose and ask their child to give this money to only an adult, not to other children.

ELECTRONIC DEVICES

ICS understands that parents may want their children to carry cell phones for safety reasons. Students might also have tablets or other electronic devices in their bags for personal reasons. ICS students are permitted to have these in their bags. They are expected to remain “off” during the hours of the school day. Devices that are on, vibrate, or sound during the day are subject to being confiscated if the problem persists. Families will be contacted to pick up the device if this occurs. All students who carry a cell phone must follow these guidelines:

Use of Cell Phone at School

- Students may only use cell phones when they are not participating in the regular ICS school day or after school program (i.e., on the bus, if permitted).
- The use of a cell phone during the school day is completely prohibited and phones must be kept off, in the student’s backpack, and out of sight.
- Students who have their phone on, or who use their phone during the school day, will have their phone confiscated and the parent/guardian will be contacted.
- Students cannot receive calls from anyone, including family members, during the school day. Family members must call the main school line to communicate with their child (i.e., about changes in transportation, etc.)

Use of Cell Phone on the Bus

- Cell phone usage by students while riding to and from school on the bus, or on the bus during school-sponsored activities is at the discretion of the bus driver.

Security

We encourage parents to prohibit the use of their child's cell phone by other users, unless in the event of an emergency. Students are responsible for the security of their cell phones. International Charter School assumes no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices at their own risk.

LIBRARY

Students in grades K-5 visit the school library weekly to learn how a library is organized and book borrowing etiquette, and to be given access to a range of books in English, Spanish and Portuguese. Students are permitted to check out two books per week (Kindergarten is permitted to take one book per week). Parents/Guardians are permitted to check out 10 books for up to three weeks.

Part of understanding book borrowing etiquette is caring for books. Therefore we have the following policies:

- Books that are lost or returned damaged beyond repair will have to be replaced with a copy of the same title or payment (to replace book) will have to be made.
- Fines paid for a lost book will be returned in full if the book is found and returned to the library.
- Books with minor tears or loose pages can be repaired by the library staff **only**.
- Books that have water (or any liquid) damage cannot be repaired and will have to be replaced or paid for.
- Books that are overdue for more than 2 weeks will go to **lost** status and a fine will be issued.

Every year, in addition to replacing worn and damaged materials, our library committee purchases titles that our school does not currently own. We welcome any suggestions (and donations) of new titles from students, faculty, and staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

Technology is everywhere in our lives. We aim to teach students how to access and be critical of information, to be good digital citizens, and to be exposed to a multitude of types of technology to enable them to do with technology what they cannot without it. ICS's Technology Teacher plans the integration of ICT (Information and Communications Technology) with all classrooms teachers and co-teaches with teachers of students in grades 2-5 each week. In order to help students become responsible digital citizens, students are required to follow our internet use policy.

Student Internet Use Policy

Guiding Principle

The International Charter School provides access to our computer network to students so as to better the learning of our students through communication, innovation, and sharing of resources.

Purpose

The International Charter School Board of Trustees supports access by students to the rich educational resources available on the Internet. The use of the Internet must be for educational and research activities and be consistent with the educational objectives of the School.

Guidelines

Students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use Policy that they will agree to follow the policy and understand the consequences for not following the policy.

All students of the International Charter School take full responsibility for their own actions in regards to the use and handling of technology and the use of the Internet network and email. The International Charter School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The International Charter School will not be responsible for any damages the user may make to the technology.

Individual users are completely responsible for all charges and fees that they may incur in using the network, including outside telephone, printing, and merchandise purchases made through the network. The International Charter School is not a party to such transactions and shall not be liable for any costs or damages.

The International Charter School's computer network belongs solely to the School, and any files, records, electronic mail or other communication may be reviewed, edited, or deleted by the International Charter School at any time, in accordance with International Charter School policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.

Filtering

The International Charter School complies with CIPA, the Children's Information Protection Act. CIPA requires that schools and libraries that receive specific federal funds must certify to the funding agency that they have in place an Internet Safety Policy. This policy requires blocking access to inappropriate websites. In accordance with all elements and regulations of CIPA. This policy also prohibits hacking, use of chat rooms, disclosure of personal information concerning children, and unlawful activities involving children online. It also provides for the safety and security of minors when using electronic mail and other forms of electronic communication.

The Internet will be filtered, in accordance with CIPA to limit users to educationally appropriate sites, as determined by the International Charter School. At the same time, the International Charter School is aware that material on the Internet is uncensored and we can make no guarantee that the information found on the Internet will be reliable or inoffensive.

Acceptable Use

- Acceptable use of computers and related devices, networks, and internet access in any use, which is consistent with the educational objectives of the International Charter

School The internet offers a wealth of information, the opportunity for the exchange of ideas and information, and the possibility of collaborative work.

- All communications should be polite with appropriate language use. Use of computers, networks, network equipment and Internet access is a privilege for students and not a right. We expect students to use these tools in a responsible manner for educational purposes and to be considerate of all other users.
- Student personal information (including, but not limited to; names, phone numbers, addresses, etc.) will not be entered, transmitted, or posted over the Internet for public use without prior written authorization by school administration.
- Students will never agree to meet someone they have met online without parental written approval. Parents who agree to such a meeting are responsible for arranging appropriate supervision.
- Students will not use the network or the Internet in such a way as to disrupt access by others (such as downloading huge files, sending mass email messages, or annoying/harassing other users). They will respect the privacy of other users – all communications and information is the property of the International Charter School.

Unacceptable Use of the Internet

- It is unacceptable to use the network and the internet in any way to promote or engage in any activities which are considered criminal under federal, state, or local laws, including but not limited to copyright, credit card and electronic forgery laws or anything that is not of educational use.
- It is unacceptable use to maliciously attempt to harm or destroy the hardware or data of another user, whether in school or any site connected to the Internet. This includes, but is not limited to, the creation and spreading of computer viruses. It is also unacceptable use to attempt to use another's password or account. Personal use of the computers for non-work related activities such as game playing is not acceptable during the workday.
- It is unacceptable use to send or receive any data, which is profane, or obscene that advocates illegal acts, that advocate violence or discrimination toward people or organizations, or that is not within the scope of educational use.
- It is unacceptable to connect any personal computing device to ICS's network without written permission from the Director. It is unacceptable use to engage in activity for private or financial gain.

Violation of Policy

- General school rules and policies apply to all school computer use, Internet activity and communication.
- If a user is found to be in violation of any of the statement detailed in the above mentioned policy, all network and internet rights and privileges will be suspended until an investigation is conducted. Upon completion of the investigation, a decision will be given by the Director or designee, to revoke or reinstate the computer user's privileges. Such violations may also result in further disciplinary measures or legal actions.

HEALTH SERVICES

The health of a child is a cooperative effort between home and school. We rely on families to see that each child has a good night's rest and is healthy enough to stay at school. No

child should be sent to school if he/she has a severe cold, fever, sore throat, diarrhea, red itchy eyes with any drainage vomiting, rash, or any other symptom of a contagious disease. If a child is well enough to return to school, he/she should be able to participate in all activities. If a child is permitted to come to school on a doctor's recommendation with crutches, cast, etc., there should be a letter from the parent and/or doctor giving limitations, if any, and procedures for going home. Students who are sent home from school with a fever should not return to school until the child is free of fever for 24 hours. This policy is a twofold: a child recovering from an illness has a weakened resistance and is susceptible to other illnesses and it is to protect other students from any lingering illness your child may have. ICS has a full-time School Nurse-Teacher who provides first aid and assesses students' health needs.

Allergies

Please notify our School Nurse-Teacher if your child has any allergies.

Medications

If a student is to be given medication at school, state law requires medication authorization consent form completed and signed by the doctor and the parent. This permission form must be brought to the School Nurse-Teacher's office. Forms are available in the School Nurse-Teacher's office. Children are not allowed to carry medication to school to take on their own (e.g. aspirin, throat lozenges). All medication must be given to the Director or School Nurse-Teacher with the signed form. Parents are welcome to come to school to administer medicine or the school nurse-teacher will administer the medication.

Immunizations & Exams

All students entering the school system are required to have immunizations for polio, rubella, measles, DPT, and mumps as well as a hematocrit and a TB teStreet A physical examination—including a vision test—is required prior to admitting new students entering kindergarten or coming from out of state.

Special note for children wearing glasses: It is of utmost importance that each child takes the responsibility of seeing that his/her glasses are brought to school every day. A day of learning is missed without those glasses.

Several tests are given to each child throughout the school year, such as hearing, vision, etc. Should a child need further examination by a professional, the parent/caregiver will be notified by the School Nurse-Teacher.

First Aid and Emergencies

Minor Injuries

If a child becomes ill and/or receives an injury, s/he will be evaluated by our School-Nurse Teacher, appropriately treated, and given one of the following options, depending on their health needs: 1) s/he may return to their classroom, 2) s/he may rest for a limited period and return to their classroom, or 3) s/he may be sent home with a parent, guardian, or other emergency contact. A child will be sent home if s/he vomits (may not return for 24 hours); has a temperature greater than 100.5; has diarrhea (may not return for 24 hours); has marked abdominal discomfort; has a persistent headache; has persistent pain with or without impaired mobility; has a severe cough, cold sneezing, sore throat, or red/watery eyes; has suspicious skin eruptions; has pink eye; or has any other condition which keeps the child from functioning at school. It is the parent's responsibility to come and get the child. If this

is impossible, arrangements should be made with a neighbor or friend to do so.

Medical Emergencies

If an illness/injury requires treatment at a hospital, ICS's school nurse or other staff member will call the paramedics and the student will be transported to the hospital. This is EMT policy. Every attempt will be made to contact the family as soon as possible. A school representative will always accompany the child to the hospital and await the arrival of a family member.

If a child becomes ill during the course of the day, the child will be sent to the nurse's office with a pass. If the child has an illness that appears to be contagious, the child will be sent home with a notice to parents/caregivers describing the symptoms and requesting that the child stay home for a period of time or see a doctor.

If a child gets injured in the course of the day, the staff member present will complete an Incident Report detailing the incident.

MEAL & SNACK POLICIES

We have our own kitchen, where breakfast and lunch are prepared and served daily for our students and staff by our own chef and Chartwells. We offer free meals to all families that qualify for "free" meals. The cost for those determined to be "full pay" is \$.50 for breakfast and \$2.00 for lunch; for those determined to be "reduced" breakfast is free and lunch is \$.40. All families must complete a lunch application by the beginning of the school year. Menus will be distributed monthly.

Students may also bring a lunch from home. Children may not bring candy, gum, other sugary or high fat snacks, or soda to school.

Breakfast is served from 8-8:20 A.M. Lunch is served from 11:00-1:00 P.M. (depending on grade level)

Fresh Fruit and Vegetable Program (FFVP)

All students at ICS are invited to participate in the FFVP in which they are given the opportunity to taste fresh fruits and vegetables 3 times per week. Teachers encourage students to try the healthy alternative and teach the Nutrition Education Curriculum which consists of eight brief, flexible, interdisciplinary and developmentally appropriate nutrition lessons. This is meant to be a tasting, not a substitute for a daily snack.

Policy for Students with Insufficient Funds for School Meals and Delinquent Accounts in the School Nutrition Program (aka Meal Charge Policy OR Unpaid Meal Charge Policy).

Regulations:

2 CFR Part 200 Section 143 of the Healthy, Hunger-Free Kids Act of 2010.

The National School Lunch and School Breakfast Programs are integral in ensuring that students have access to nutritious meals to support their academic success. It is also imperative to protect the financial stability of school nutrition program.

The intent of this policy is to establish a process and procedure to handle situations when

children eligible for reduced-price or full-price meal benefits have insufficient funds to pay for school meals; as well as for the collection of unpaid meal charges and delinquent account debt.

Students who qualify for free meals will not be denied a reimbursable meal even if they have accrued a negative balance on their meal account.

Students who have money to pay for a reduced-price or full-price meal at the time of service will be provided a meal. If the student intended to use the money for that day's meal, ICS will not use the money to repay a negative balance or other unpaid meal charge debt.

Students without funds to pay for a reduced-price or full price meal are allowed to charge Breakfast and Lunch.

Students are allowed to charge \$10.00 dollar amount.

Students who charge a meal will receive a reimbursable meal.

Negative Balance

ICS will notify households of low or negative balances. Through a letter sent home with students. Letters are generated by the Business Office and are sent home in student communication folders. Families who sign up with the online billing system Nutrikids are sent a warning through that system.

Notifications to households will include the amount of unpaid meal charges, expected payment dates, the consequences of non-payment and where to go for questions or assistance.

The consequences of non-payment will be determined on a case-by-case basis.

The persons responsible for managing unpaid meal charges are Jorge Mejia and Evelin Peña.

At the end of the school year, the Director of Finance will evaluate all delinquent debt for conversion to bad debt. Bad debt will be restored to the meal account from the general fund prior to the end of the same fiscal year.

Efforts to collect delinquent and/or bad debt will be handled by:

- Send First and Second Letters
- Phone calls
- Notice of Adverse Action/potential collections
- Consequence

Assistance to Households

Households with questions or needing assistance may contact Maritza Martell at (401)721-0824, ext. 215, mmartell@internationalcharterschool.org.

Collection procedures for Delinquent and Bad Debt- Adverse Action

When a household has reached threshold of \$50.00 amount, collection procedures will be initiated.

Household will receive a Notification/Notice of Adverse Action stating collection procedures have begun.

If payment is not received the family will be required to meet with the School Director and Director of Finance to determine next steps

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

fax: (202) 690-7442; or

e-mail: program.intake@usda.gov.

This institution is an equal opportunity provider.

Further, the Rhode Island Department of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin or disability. To file a complaint of discrimination with the State of Rhode Island, write to the Rhode Island Department of Education, Director, Office of Equity and Access, 255 Westminster Street, Providence, RI 02903 or call (401) 222-8979.

Healthy Snacks and Water

In addition to FFVP, students are encouraged to bring their own healthy snack and a water bottle to be consumed in the classroom at teacher discretion. To promote healthy lifestyles, parents are encouraged to use the following examples when sending snacks. Snacks that are considered “unhealthy” will not be allowed to be consumed at school.

| Healthy Snacks | Unhealthy Snacks |
|--|--|
| Fruits (applesauce, dried fruit, fruit salad, fruit leathers) Vegetables Healthy Grains (pita or tortilla chips, low sugar breakfast cereal, crackers, rice cakes, popcorn, granola and cereal bars, pretzels, breadsticks) Low-Fat Dairy Foods (yogurt, cheese) Healthy Beverages (water, seltzer, fruit juice, milk, soy/almond/rice drinks) | Cookies Snack Cakes Donuts Potato Chips Soft Drinks & other High Sugar Beverages Candy and Gum Fruit Snacks <i>Lunchables</i> |

Food Allergies

To maintain a safe environment for students with food allergies, food products containing peanuts, tree nuts or other medically identified allergens will be prohibited in classrooms. Additionally, students are not allowed to share food with other students in order to control for accidental ingestion of potential food allergens.

Chewing Gum and Candy

Chewing gum and candy are not permitted in any area of the school. These are considered unhealthy food items and parents should monitor all foods students are transporting to school.

DRILLS

We are required to have fire, evacuation, and lockdown drills several times a year. These will occur at a variety of times. For fire and evacuation drills, teachers will have students leave the building in an orderly fashion immediately whenever an alarm sounds. Students should leave bags, coats, and any other item in the school for fire drills, and take their belongings for an evacuation drill. Teachers will talk with and practice the required drills to ensure all students' safety in the event of a real emergency.

SCHOOL RECORDS

For the safety of students, all personal information records must be kept up to date. It is the responsibility of parents to notify the office of any change of employment, address, telephone numbers, hours of work, care and/or custody arrangements, and other pertinent information regarding the family.

The school does not release information or records concerning children to other educational or non-educational institutions, organizations or individuals without a parent/guardian's signed consent. The school also does not release information from other sources without your prior approval. The cumulative records of students are available for parents and guardians to read upon request. Folders containing registration forms, copies of progress reports, and test results are kept at school. Copies of any cumulative folder contents may be obtained by parents/guardians.

In the beginning of the year, we will distribute to all families a class list that includes the names, addresses and phone numbers of all the children in the school.

ENROLLMENT

Families interested in enrolling at the International Charter School must complete an application, choose the Spanish-English or Portuguese-English language strand, and enter the annual lottery, which is held in early March. Students who are not admitted are placed on a waiting list. Vacancies are filled from the waiting list. Students entering kindergarten must be 5 years old by September 1st. Application packets and our full enrollment policy are available in the main office. Each year, families must let us know if their child will be returning the following year.

If a student leaves ICS prior to graduation, we ask that his/her parent complete a transfer form, which is available in the main office.

RETENTION AND PROMOTION

Research has shown simply retaining or socially promoting a student who is not meeting grade level expectations does not help that child. Such children are most successful when they are provided with extra supports. Promotion and retention of a student to a particular grade shall always be made in the best interest of the student. Teachers shall recommend promotion or retention of students. When necessary, administrators shall review a recommendation and after consultation with the parent, make a decision on placement for the child. In case of a student with an Individual Education Plan (IEP), decisions would be based on IEP recommendations. Promotion, acceleration, and retention from grade in the elementary school shall be based on the following:

- The achievement of the student in the present grade.
- The ability of the child to do work in the succeeding grade.
- Recommendations and information provided by the professional staff.
- The expressed desires of the parent/caregiver.
- Other data relevant to the decision.

FAMILY INVOLVEMENT

We view family involvement as one of the pillars of the school and encourage families to partner with us in providing their children with the highest quality opportunities for development.

All children have rich and varied experiences and bring rich funds of knowledge to schools. At ICS we believe in acknowledging and providing native language instruction and culturally responsive pedagogy. Families are our partners in this process. Research shows that family involvement increases student achievement and, consequently, that schools should take advantage of them as a resource. In order for schools to value familial contributions, they cannot assume that they have the knowledge and parents have the needs. Research confirms that there are many ways to engage parents as leaders, all of which have the following characteristics:

- A wide range of activities both formal and informal, which are linguistically and culturally accessible to parents and responsive to the community
- Regular communication between parents and schools in language the parents can

understand

- Treatment of diverse families and communities as rich sources of instructional resources
- According to International Baccalaureate:
“Partnerships with parents and legal guardians benefit the students and value the perspectives they bring to the learning community. They add richness to the community by being actively involved in the life of the school to share decisions, exchange ideas, build on experiences and provide support. The partnerships between home and school provide the foundation to support students’ learning, growth, health and well-being and agency. *From PYP The Learning Community.*”

School Improvement Team (SIT)

Our school improvement team (SIT) is made up of representatives of our school community who are interested in making our school a better place for learning and teaching. The school improvement team decides what our school should do to improve student performance. The team’s work is to gather and analyze information that can be used to make decisions that drive changes in our school. Please join us at our monthly meetings.

Parent-Teacher Organization

ICS has a PTO with a mission to promote a sense of community in the school, to develop and support enrichment programs and services for our children and families, and to provide input to all areas of school activity. The PTO meets monthly at the school. Parents will be notified of meetings through emails and social media (Facebook: International Charter School PTO)

Family Nights

Several times each year, ICS hosts evening workshops and other events for parents on a variety of topics. Information about upcoming events will be distributed in advance, and childcare and translation are provided.

Meet the Teachers Day

At ICS, we value tremendously the opportunity to get to know families and students before the start of the school year. In the past, we have done home visits. With the growing number of students, this has become difficult and not all families were consistently available. This year, we will have a “meet the teachers” day on August 27. (This will be an opportunity for your ICS child and you to meet your teachers and learn about the goals for the year ahead. We will also collect school supplies on this day.

Parent Teacher Conferences

Parent Teacher Conferences take place three times a school year. These conferences are for families, teachers, and students to evaluate student progress towards meeting grade level expectations. We are proud to have a history of high participation in such conferences. In order to accommodate everyone’s schedules, we will have school for half days during the three parent-teacher conference periods. Teachers will contact families in the weeks before to schedule time in the afternoons of these half days. The dates for conferences for the upcoming school year are listed on the calendar.

Parent-School-Student Compact

Each child’s success depends on the commitment and effort of everyone. By signing this

compact, all of us are committing to provide the best opportunities for our students to be successful.

Volunteering

Parent volunteers are welcome and needed to serve on our committees and Parent Teacher Organization to assist with classroom activities, work in our library, and be participants in other committees.

Communication

ICS is committed to:

- Open Lines of communication with families.
- Contacting parents/caregivers on a regular basis.
- Contacting parents/caregivers as soon as there is a problem.
- Involving parents/caregivers in their child's schoolwork and life.
- Involving parents/caregivers in the life of the school.
- Finding support for families in crisis.
- Providing communication opportunities in a variety of settings including family homes. Help network parents/caregivers for transportation to school events.
- Bringing family concerns forward within the school to determine if there is a broader school issue.

BEHAVIOR CODE & POLICIES

*“Educating the mind without educating the heart is no education at all.”
-Aristotle*

Language

At the International Charter School we communicate ideas, beliefs, and feelings in several languages. We also communicate ways that we expect children and adults to act with one another that are based on mutual respect and cooperation. It is important to us that we plan and thoughtfully use the kinds of supportive and responsible language that allow children to be engaged in their learning and feel a sense of significance and belonging. Everyone is expected to use language that is understanding, respectful, and encouraging. This will create an atmosphere in which students, staff, and families will thrive.

At ICS, we strive to use language that:

- Is clear, simple, and direct
- Is genuine and respectful
- Gives specific positive feedback rather than general praise
- Focuses on actions or behavior, rather than generalizing about the whole person
- Avoids qualitative or personal judgment
- Shows faith in each other’s ability to follow the rules

Essential Agreements

At ICS, discipline is more than a set of rules and consequences; it is a process of teaching and modeling how to make positive choices as members of a community. Our approach to discipline incorporates consistency with dignity and respect as the foundation for learning self-control and social skills that are valuable for school, home, and life. Because positive habits and attitudes develop without practice, we believe it is necessary to think of discipline as an active learning process rather than a reaction to inappropriate behavior. We believe that this process requires the involvement and understanding of students, teachers, administrators and families.

During the first days of school, children actively create the essential agreements for their classroom with their teacher(s). This collaborative process allows children to feel a sense of ownership and a willingness to take responsibility for one’s own actions.

Essential Agreements should:

- Provide positive direction- what to do
- Serve a purpose- to make school and classrooms safe and a positive environment for all.
- Meaningful (*specific and concrete*)
- Be clear and simple (*few is better than many*)
- Be displayed for class members and visitors to refer to when needed

Essential Agreements should reflect/be related to the following underlying rules:

- Be safe
- Help each other learn
- Respect belongings
- Treat others how you want to be treated

Students are expected to follow the agreements they have helped to create in all school

settings and locations, during special activities such as fire drills, field trips, etc... as well as at other locations while attending school sponsored activities.

Logical Consequences

Logical consequences are structured learning opportunities to help children become aware and in control of their own behavior, and therefore able to make constructive choices by taking responsibility for their actions, which help preserve the integrity of the whole classroom community.

Logical consequences should be:

Relevant: The consequence is related to the behavior.

Respectful: The consequence should be respectfully reinforced and does not involve blame or shame.

Realistic: The consequence is something both the child and adult are capable of and will be followed through.

Three types of logical consequences are:

1. Making Reparations/Restitution: *"You break it, you fix it..."*
2. Loss of privilege: *learning to handle responsibility*
3. Positive time-outs-*defines boundaries of safe behavior and helps children learn self-control.*

Logical consequences are often effective because children are left with a sense of fairness, even if they did not like the consequence. This sense of fairness allows children to focus on their behavior and use their energy for cooperation and responsibility. It also greatly enhances the sense of belonging and significance, which encourages children to be contributing members of the community.

The Pathways to Positive Behavior at ICS

Everyone forgets or chooses to ignore the Essential Agreements (rules/expectations) sometimes. This is part of learning to be a respectful, responsible and dedicated member of our school community. Teachers and staff will respond in a consistent manner by following these pathways. At any point during the Pathways to Positive Behavior, teachers and staff should consider the use of Logical Consequences ("You break it, you fix it", Apology of Action, Loss of Privilege) as a way to help children regain self-control, preserve the dignity of the child and the integrity of the group and to keep all children safe. Logical consequences are learning opportunities.

Pathway #1: Proactive Discipline

Essential Agreements are reinforced through creating, modeling and practicing. Students are recognized, and recognize each other, for following the rules, and a positive relationship between each child and his/her class and teacher is established.

Pathway #2: Reminding and Redirecting

Teachers and other adults give students reminders and redirection in order to coach a student who is acting inappropriately. Some children may need more than one reminder. It is generally effective to **limit the number of reminders** and to be swift, consistent and judicious.

Pathways #3: Positive Time-Out in the Classroom

When reminders are ineffective, positive time-outs allow for the development of self-control by providing the boundaries for safe behavior. We teach students that a time-out is a time to pause, reflect and regain self-control. Students learn that they can use a positive time-out to plan how to make better choices. Teachers encouragingly instruct students to return to the lesson or activity from time-outs when the students themselves feel that they are ready to be respectful, responsible and dedicated. Teachers may use this opportunity to review the classroom Essential Agreements to ensure that the student is aware of what skills he/she needs to apply to promote learning.

Pathway #4: *Time-Out in a Buddy Teacher Classroom*

Sometimes it is easier for children to regain control when they are away from their class. If Time-Out in the classroom is not effectively being used, the classroom teacher can elicit assistance from their Buddy Teacher. Most often, Buddy Time-Outs are short in duration. When possible, considerations should be made to ensure fidelity to the language model.

Pathway #5: *Involve the Behavior Support Specialist, Director or Assistant Director*

If a student cannot self-manage in the Buddy Teacher's room or continues to be disruptive upon returning, assistance should be elicited (Myriam, Julie or Rosa) to remove the student to an alternate location. The student will stay there until the adult determines that the student is ready to re-enter the classroom and has had a conversation about what has happened, what needs to be done now and how to prevent similar situations in the future.

Pathway #6: *Involve an Administrator*

If a student engages in any behavior of **major** concern- as defined on the back of the ICS Office Discipline Referral Form (green sheet), The Behavior Specialist will immediately consult with an administrator (Julie, Rosa or Mary). The administrator will contact parents, caregivers and/or decide on an appropriate action/consequence.

Pathways are meant to help children regain their self-control as quickly as possible. These pathways may not be effective in changing all children's out-of-control behavior patterns, and in certain cases, regular use of logical consequences may not seem appropriate. At this point: families, teachers, specialists, and administrators may need to work together to develop an individualized behavior plan for the child.

We strongly encourage and appreciate family involvement in helping to model and encourage responsible behavior in children. Together, we can truly create a rigorous and caring learning community. Please feel free to contact the office with any questions or concerns regarding the discipline policy.

Rights and Responsibilities

There are certain rights that are shared by all who are involved with the International Charter School. Students, parents/guardians, staff members, teachers and administrators have the right to be treated respectfully by one another. Additionally, all who are involved with the International Charter School have the right to a safe and orderly environment in which to work, learn, or entrust their children.

Student Rights

As a student, you have the right to participate in learning activities that promote the development of skills and talents that will enable you to become a responsible, valued member of your community. You have the right to due process of law before disciplinary

action is imposed, the right to clear rules of procedure, and the right to be free from discriminatory treatment by school officials.

Student Responsibilities

As a student, you are expected to meet standards of behavior and academic effort. Students who achieve success meet these expectations by:

Preparing for School

- Bring books, paper, and other supplies to class.
- Complete assignments and turn them in on time.

Participating in Classes and Activities

- Participate fully in school and class activities.
- Ask for help from the teacher when you don't understand something.
- Remain in the language of instruction.

Preventing and Resolving Problems

- Think and act in socially responsible ways.
- Do your work to the best of your ability.
- Help create and follow class and school Essential Agreements.
- Behave in a safe manner.
- Ask an adult for assistance if there is a problem.
- It is the responsibility of the student to review the Behavior Code & Policies Handbook.

Parent/Guardian Rights

As a parent/guardian, you have the right to be informed of your child's academic progress and behavior and the right to visit your child's school upon request. You have the right to be consulted when decisions are made that affect your child. Furthermore, you are to be immediately informed of serious disciplinary actions concerning your child and may exercise your right to appeal suspensions and exclusions.

Parent/Guardian Responsibilities

As a parent/guardian, you are expected to meet standards of support for your child and the International Charter School. You should help your child meet these expectations by:

Setting High Expectations for Your Child

- Expect your child to achieve in school.
- Discuss school rules and discipline approach with your child.

Communicating With Your Child and the School

- Meet your child's teacher(s) and find out what is expected of your child.
- Tell your child that you expect him/her to attend school everyday, complete schoolwork, cooperate with school staff, and achieve in every class.
- Make every effort to attend meetings and conferences when the school staff requests them.
- Parent/guardian is to call the school or provide a written note concerning child's absence from school to validate excused absences. (RI General Laws 16-19-1)

Helping Your Child Learn

- Provide a regular place to do homework.
- Assist your child with homework.

- Help your child learn how to organize schoolwork and time.
- Recognize your child for his/her effort, improvement, and achievement.
- Participate with your child in learning activities including libraries, museums, etc.
- Ask the school staff for assistance if help is needed.

Monitoring Your Child's Education

- Visit the school frequently to talk with staff.
- Review your child's schoolwork and homework.
- Discuss with your child each day what happened at school and what he/she learned.
- Make sure that your child is prepared for school each day: school supplies, homework, dress code and clothing appropriate for the weather.
- Review your child's progress report and report card on a quarterly basis. It is the responsibility of the parent/guardian to review the Behavior Code & Policies Handbook.

Teacher Rights

As a teacher, you have the right to be acknowledged as a professional by administrators, staff, and parents/guardians in your efforts to establish and maintain orderly, productive classrooms where all may learn and achieve. You also have the right to consult parent/guardian as well as administrators and support staff to meet the needs of individual students. You have the right to a response from an administrator regarding completed discipline referrals before a child is returned to your classroom. Additionally, you have the right to work with students who come to class prepared with necessary instructional materials and cooperate with class activities each day. You have the right to be provided with equipment, tools and/or resources that will enable you to perform your responsibilities.

Teacher Responsibilities

As a teacher, you are expected to meet standards of support for students and the International Charter School. You should help students achieve by:

Preparing

- Prepare and deliver daily lessons that are consistent with the guidelines set by curricula and in the Teacher Evaluation standards.
- Prepare for lessons in advance with thought and care.

Creating the Learning Environment

- Establish and maintain an environment where all may learn.
- Develop classroom behavioral expectations with students that are developmentally appropriate and framed in the positive.
- Facilitate ways for students to share these expectations with their parent/guardian.
- Help children practice the expectations and develop self-control.
- Use logical consequences to help students learn from mistakes.
- Adhere to and teach the Code of Behavior.
- Foster an atmosphere of high expectations (that are developmentally appropriate) for every child.

Evaluating

- Recognize and work with the various learning styles of students.
- Evaluate student performance in a variety of ways.
- *Communicating with Parent/Guardian, Staff, and Administrators*
- Keep parent/guardian informed of the academic progress and behavior of their children.

- Seek the assistance of support staff and administrators when necessary or desirable.
- Provide academic guidance that is consistent with the goals of the International Charter School. It is the responsibility of the teacher to review the Behavior Code & Policies Handbook.

Staff Rights

As a school staff member, you have the right to serve or work with cooperative students. You also have the right to be provided with equipment, tools, and/or resources that will enable you to perform your responsibilities.

Staff Responsibilities

As a school staff member, you are expected to meet standards of support for students and the International Charter School. You should help students who seek your assistance by:

Creating the Learning Environment

- Provide a clean, safe learning environment.
- Establish and enforce behavior expectations that are pertinent to the respective areas in which you meet students and consistent with the guidelines established by the Behavior Code & Policies Handbook.
- Be fair and consistent in your enforcement of behavioral expectations and provision of assistance.

Providing Support

- Direct students who seek your assistance with their personal problems to the appropriate school personnel.

Administrator Rights

As an administrator, you have the right to be acknowledged as the educational leader. You have the right to be supported by staff and parent/guardian in your efforts to maintain an orderly school where all may learn and achieve.

Administrator Responsibilities

As an administrator, you are expected to meet standards of support for students and staff of the International Charter School. You should help students and staff achieve by:

Creating the Learning Environment

- Ensure adherence to the Code of Behavior and standards set by the International Charter School Board so as to maximize school safety and orderliness of school.
- Work in collaboration with faculty and other staff to ensure a school environment where all may learn and work.
- Provide a clean, safe learning environment.
- Help children develop self-control.
- Ensure that behavior standards are high and developmentally appropriate.
- Facilitate ways for students to practice the rules that they have helped to create.
- Use logical consequences to help students learn from mistakes.

Providing Instructional Leadership

- Provide instructional leadership in collaboration with teachers and other faculty and staff.
- Recognize and encourage faculty and staff instructional leadership roles.

- Provide opportunities for families to grow and learn in positive ways.
- Ensure that academic standards are high and developmentally appropriate.

Providing Supervision

- Organize and supervise the work of teachers and staff, in their various duties, to ensure that appropriate, equitable student and teacher services are provided.
- Recognize that students are following the Essential Agreements that they have helped to create.
- Provide the classroom teacher with notification of action taken regarding completed discipline referrals prior to the student returning to the classroom.

2019-2020 School Calendar

| August | | | | | | | February | | | | | | | | | | | | | | | | | | | |
|-----------|----|----|----|----|----|----|---|---|---|---|----|----|----|----|---|----|----|----|----|--|--|--|--|--|--|--|
| S | M | T | W | T | F | S | 21, 22, 23—PD/Planning 26—Staff Orientation 27—"Meet the Teachers" 28—First Day of School | S | M | T | W | T | F | S | 17-21—No School - Winter Break | | | | | | | | | | | |
| | | | | 1 | 2 | 3 | | | | | | | 1 | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | | | | | | | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | | | | | | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | | | |
| September | | | | | | | March | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | 2—No School - Labor Day | S | M | T | W | T | F | S | 12, 13—PTC, Noon Dismissal | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | |
| 29 | 30 | | | | | | | | | | | | 29 | 30 | 31 | | | | | | | | | | | |
| October | | | | | | | April | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | 9—No School - Professional Development Day and PTCs as needed 14—No School - Indigenous People's Day | S | M | T | W | T | F | S | 13-17—No School - Spring Break RICAS | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | | | |
| 27 | 28 | 29 | 30 | 31 | | | | | | | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
| November | | | | | | | May | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | 11—No School - Veterans Day 27, 28, 29—No School - Thanksgiving Holiday | S | M | T | W | T | F | S | 13—No School - Professional Development 25—No School - Memorial Day RICAS NGSA | | | | | | | | | | | |
| | | | | | 1 | 2 | | | | | | 1 | 2 | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | |
| | | | | | | | | | | | | | 31 | | | | | | | | | | | | | |
| December | | | | | | | June | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | 20—Winter Concert, Noon Dismissal 12/23-12/31—Holiday Break | S | M | T | W | T | F | S | 11, 12—1/2 days for Student-Led Parent Teacher Conferences Colt State Park Field Day (3, 4, 5)—TBD Colt State Park Field Day (K, 1, 2)—TBD K graduation—TBD 5 th Grade Graduation—TBD 19—Last Day of School (3 days built in for snow days) | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | | | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | 21 | 22 | 23 | 24 | 25 | 26 | 27 | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | 28 | 29 | 30 | | | | | | | | | | | |
| January | | | | | | | July | | | | | | | | | | | | | | | | | | | |
| S | M | T | W | T | F | S | 1-3—Holiday Break 20—No School - Martin Luther King Day | S | M | T | W | T | F | S | 3—observed 4 th of July 6 Summer School | | | | | | | | | | | |
| | | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | 3 | 4 | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | | 26 | 27 | 28 | 29 | 30 | 31 | 1 | | | | | | | |
| | | | | | | | | | | | | | 2 | 3 | 4 | 5 | 6 | | | | | | | | | |

No School on these days:

9/2, 10/9, 10/14, 11/11, 12/23-1/3, 2/17-21, 4/13-17, 5/13, 5/25

Noon Dismissal (dismissed at 12:00 on these days)

12/20, 3/13, 3/14, 6/11, 6/12, 6/19

ICS LIBRARY BOOK BORROWING POLICIES

Dear Families,

I am looking forward to an exciting year in our school library. We hope to create a positive environment where students will enjoy reading and will learn to gather and use information.

Students typically borrow two library books per week, one in English and the other in Spanish or Portuguese (Kindergarten borrows one book per week). Students who are working on special research projects may, at the teacher's discretion, borrow another book. Students are allowed to renew their books for a second week. This renewal policy gives other students an opportunity to borrow our books.

Library books are school property, so it is important that our students return their library books undamaged when they are due. If students do not return their library books on time, then those students are not allowed to borrow books until their overdue books are returned to the library. We do not charge a fine for overdue books. Overdue notices are sent out on a routine basis, usually weekly.

If a library book is lost or damaged, the borrower is required to replace or pay for the replacement cost of the book. If a lost book is found, the money will be refunded to the student's family. Please, **DO NOT** repair books yourself; library staff will try to fix them. Students are not allowed to borrow from the library media center until the replacement costs of their lost or damaged books are paid in full.

Every year, our school purchases new materials for our library media center. In addition to replacing worn and damaged materials, our library committee purchases titles that our school does not currently own. Students and staff are welcome to suggest titles to purchase.

The assistance of parents and guardians will be greatly appreciated in helping our library establish good borrowing habits with our students. Children will enjoy sharing their library books with you. Developing reading skills as well as an appreciation of libraries will become much more significant to your children if you are part of this experience.

Please, feel free to contact me during the week at the school 721-0824, or by email cford@internationalcharterschool.org if you have any questions. Thank you for your cooperation and support!

Sincerely,

Christine Ford, cford@internationalcharterschool.org

I, _____, have read and understand the library *Parent/Caregiver Name* borrowing policies. I will help my child,

_____, practice taking care of books and learning how to return books on time every week.

Signature of Parent/Caregiver Date

I will:

- share my library book with my family.
- keep my library book safe when I'm not reading it, especially from:
 - my little brothers and sisters
 - my pets
 - food and drinks
- read my book as many times as I want.
- return my library book on time.

Signature of Student

Date

**PERMISSION AND ACKNOWLEDGMENT OF INTERNET ACCEPTABLE USE
POLICY**

Student and Parent:

I have read the International Charter School “Internet Acceptable User Policy” and I understand and agree to follow the terms of this request for network access, and the International Charter School rules for acceptable use of network resources. I understand that I am completely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The International Charter School is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.

In addition, I acknowledge that the International Charter School computer network belongs completely to the International Charter School and that any files, records, electronic mail or other communication may be reviewed, edited, or deleted by the International Charter School at any time, in accordance with the School’s policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.

I further understand that should I commit any violation, my access privileges may be taken away, and school disciplinary and/or appropriate legal action may be taken. In consideration for using the International Charter School network connection and having access to public networks, I hereby release the International Charter School and its Board of Trustees, employees, and agents from any claims and damages arising from my use, or inability to use, the network.

I understand that the use of the Internet is a privilege, not a right. I further understand that any violation of the above guidelines will result in immediate suspension of my Internet privileges, and that as a result of such violations further disciplinary measures may be taken.

Student’s Name

Signature of Student

Date

Parent/Guardian's Name

Signature of Parent/Guardian

Date

CELL PHONE AUTHORIZATION

ICS understands that parents may want their children to carry cell phones for safety reasons. Students might also have tablets or other electronic devices in their bags for personal reasons. ICS students are permitted to have these in their bags. They are expected to remain “off” during the hours of the school day. Devices that are on, vibrate, or sound during the day are subject to being confiscated if the problem persists. Families will be contacted to pick up the device if this occurs.

All students who carry a cell phone must follow these guidelines:

Notification

- ICS parents must notify the school in writing (by completing the form below) that their child is carrying a cell phone.
- If ICS staff discovers an unauthorized cell phone, ICS staff will confiscate the phone until parent permission is obtained.

Use of Cell Phone at School

- Students may only use cell phones when they are not participating in the regular ICS school day or after school program (i.e., on the bus, if permitted).
- The use of a cell phone during the school day is completely prohibited and phones must be kept off, in the student’s backpack, and out of sight.
- Students who have their phone on, or who use their phone during the school day, will have their phone confiscated and the parent/guardian will be contacted.
- Students cannot receive calls from anyone, including family members, during the school day. Family members must call the main school line to communicate with their child (i.e., about changes in transportation, etc.)

Use of Cell Phone on the Bus

- Cell phone usage by students while riding to and from school on the bus, or on the bus during school-sponsored activities is at the discretion of the bus driver.

Security

- We encourage parents to prohibit the use of their child’s cell phone by other users, unless in the event of an emergency.
- Students are responsible for the security of their cell phones. International Charter School assumes no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices at their own risk.

I authorize my child _____ to carry a cell phone during the school day. I have read and understand the school guidelines regarding cell phone usage.

Parent/Guardian name

Signature

Date

BEHAVIOR CODE & POLICY CONTRACT

Student Name: _____

This is to acknowledge that I have read the Behavior Code and Policy and discussed it with my child. I understand that as a member of the ICS community, it is my responsibility to uphold the beliefs and values outlined in this document.

Parent/Guardian Signature

Date:

Student Signature

Date:

| STUDENT/FAMILY/SCHOOL COMPACT | | |
|--|---|--|
| AS A STUDENT ... | AS A PARENT/CAREGIVER ... | AS A TEACHER/ADMINISTRATOR ... |
| <p>I realize that my education is important and that I am responsible for my own success. Therefore, I agree to do the following as best I can.</p> <p>I will:</p> <ul style="list-style-type: none"> ● Get to school on time every day. ● Actively participate in class and school activities. ● Learn how to ask for help when I need it. ● Show respect to and cooperate with other students and adults. ● Treat other people the way that I want to be treated. ● Be prepared each day with the tools and supplies I need for learning. ● Help to create and follow the classroom and school rules to keep myself and others safe. ● Return completed homework on time. ● Learn how to take charge of my own learning. ● Read for enjoyment. ● Work towards achieving RI and national standards. ● Practice using the language of class each day. <p>Student Name (please print):</p> | <p>I want my child to achieve. Therefore, I join with the International Charter School to create an atmosphere that supports learning.</p> <p>I will:</p> <ul style="list-style-type: none"> ● Send my child well-rested and ready to learn every day. ● Respect arrival and dismissal procedures: <ul style="list-style-type: none"> ● Breakfast served from 8-8:20/@8:20-Teachers take students to classrooms; afternoon pick up between 3-3:15) ● Take time to listen to and encourage my child to share about school. ● Be positive and pay attention to my child's effort and accomplishments. ● Demonstrate commitment to the goals of the dual language program and appreciate our linguistically and culturally diverse community. ● Communicate and work with teachers and school staff to help my child succeed. ● Support the school in their approach to discipline. ● Actively be involved in my child's education, including making every effort to participate in the home visit, family/teacher conferences, class meetings and family events when possible. ● Monitor schoolwork and encourage homework completion. ● Send my child in proper dress code every day. ● Learn what is being taught, what is expected of my child, and become familiar with RI's standards. ● Communicate with the school about concerns or things that I feel are particularly successful. | <p>We believe that a quality educational experience is important to each student's success in life. Therefore, as educators and role models,</p> <p>We will:</p> <ul style="list-style-type: none"> ● Come to school each day prepared to give students opportunities to learn. ● Demonstrate commitment to the goals of our dual language program and appreciate our linguistically and culturally diverse community. ● Provide high quality curriculum and instruction that enables students to meet RI & national standards. ● Communicate and collaborate with families to develop children's learning goals and plan together. ● Implement classroom and school rules consistently and fairly. ● Provide a positive, supportive and effective learning environment. ● Create an environment where every child experiences some success every day. ● Treat colleagues, students and their families with dignity and respect. ● Seek and coordinate community resources for quality student support. ● Nurture and develop young students as caring, active participants in a lifelong journey of learning. |
| <p>Students: Please sign your name here and write the date. Thank you.</p> | <p>Parent/Caregiver: Please sign your name here and write the date. Thank you.</p> | <p>Teacher/Administrator: Please sign your name here and write the date. Thank you.</p> |