

# Davisville Academy

Clinical Day Program



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2020-2021

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## **MISSION AND VISION STATEMENTS**

## **Mission Statement**

Our mission is to create a safe, positive, nurturing environment by building a school community based on the value and respect for self and others.

We will collaborate with students, families and the community to encourage self advocacy and investment in society to promote life-long learners.

## **Vision Statement**

At Davisville Academy we will provide students with a safe, supportive and trusting learning community, where they are able to strengthen their individual skills in the least restrictive environment in order to maximize their potential and excel in life.

## **ABOUT THE PROGRAM**

The Clinical Day Program (CDP) at Davisville Academy (DA) is part of the North Kingstown School Department. It services children from North Kingstown schools as well as students from neighboring districts throughout RI. The program was created to serve children from kindergarten through grade 12 who

experience behavioral, social and/or emotional challenges that significantly interfere with their ability to access the general curriculum from within their home schools.

Students receive individualized educational services to enable them to grow in academic skills acquisition, social-emotional development and behavioral functioning. The short-term objective is to provide appropriate instruction of lacking skills and supports in an environment that allows for maximum academic growth and emotional-behavioral development. The long-term goal for all students is to transition back to a less restrictive environment with increased social skills, independent work habits and the self confidence that will enable them to succeed in life.

Students are taught to self-monitor and chart their own successes in the areas of Academic Persistence, Respectful Interactions, and Safety, allowing for personal goal setting and advocacy using data sources.

### **Students Served by DA -CDP**

Students serviced by the Clinical Day Program have experienced limited success in the general education environment for a number of reasons. Students at DA-CDP exhibit significant social-emotional and behavioral adjustment difficulties that significantly interfere with their ability to form interpersonal relationships, respond appropriately to behavioral expectations, and make academic progress in their home schools.

For these children, academic readiness has been impeded such that the student requires targeted instruction, significant support, and therapeutic treatment. At DA-CDP, measured supports and clinical strategies are implemented in order to provide students with a safe and secure learning environment.

Students who attend DA-CDP from districts outside of North Kingstown remain enrolled in their home districts and the Local Educational Representative (LEA) from that district is required to attend all Individualized Educational Plan (IEP) meetings. As such, graduating students from other districts receive diplomas from their sending districts.

### **Referral Process**

DA-CDP is unique in its therapeutic approach to educating students with significant emotional, social, and behavioral difficulties. To be considered for admission to the Clinical Day Program, a student must be referred to the Central Clinical Team (CCT) by their home school IEP team. Upon receipt of the referral, the CCT will review behavioral and academic data, current behavior plans, Individualized Education Plans, current evaluations, as well as results of all interventions that have been implemented to determine if Davisville Academy may meet the needs of the student. In addition, a member of the CCT may conduct classroom observations to determine the extent of the student's needs.

All students are required to have current diagnostic evaluations. These evaluations may include Education, Clinical, Psychological, and/or Functional Behavior Assessments as well as a complete Social History. If concerns are present, students may also be evaluated for Speech/Language and/or Occupational Therapy. Educators and support staff work closely with students, families and outside agencies to develop positive relationships and gather the most current and accurate information in order to determine the needs of each student.

# SCHOOL PROCEDURES

## School Day Hours

Elementary (K-5) & Middle		* High School (9-12)	
Start Time	7:15 am	Start Time	7:15 am
End Time	1:45 pm	End Time	12:00 pm

*\* During Pandemic Protocol*

## Attendance

Students are expected, and by law are required to be in school every day. If a parent or guardian is aware that a student will be absent, it is his/her responsibility to notify the school by contacting the school nurse prior to 9:00 a.m. on the day of the absence. If the school does not hear from the parent/guardian, someone will contact you at work or home to verify the absence. This is not meant as an annoyance but as a reflection of our concern for the safety and welfare of all students.

## School Cancellations

DA-CDP follows the NKSD school calendar and the building is closed on days of severe weather when the NK School District is closed. If this seems possible, information regarding closing will be conveyed through a School Messenger phone call to all parent(s)/guardian(s) and will broadcast over the following radio and TV stations after 6:00am:

WPRO (630 AM; 92.3 FM)

B101 (101.5 FM)

WHJJ (920 AM)

WHJY (94.1 FM)

Channel 6 (WLNE)

Channel 10 (WJAR)

Channel 12 (WPRI)

**Classes will be held virtually and students are expected to participate in Distance Learning when the building is closed.**

## Delayed Opening Start Times

All Grades	
1-Hour Delay	8:15 am
2-Hour Delay	9:15 am

## **Arrival**

During Pandemic, all students will be met by support staff at the bus, brought into the building, wearing masks and following social distancing protocol. Students may not enter the building until 7:15 a.m.

All students are expected to arrive on time.

## **Dismissal**

For the safety of all of our students, students are expected to leave school grounds immediately upon dismissal unless given prior permission from a staff member to stay after school with supervision. Students who are provided bus transportation are expected to take their assigned buses and to maintain expected behavior while on the school bus.

## **Early Dismissal**

Students need a written note from a parent/guardian to be dismissed from school before normal dismissal time. Parents/guardians must come into the building to sign out and pick up the student. Identification and masks are required. Students will only be released to individuals listed on the emergency contact list. It is the parent's/guardian's responsibility to update this list in Aspen. The student must report to the office before leaving and will not be called to the office until the person picking them up has arrived. All requests for early dismissal must be submitted in writing and signed by the student's parent/guardian. If the written request does not release the student to a specific authorized adult or give specific permission for the child to be dismissed and walk to an appointment, the student will not be released. Children will not be released to Uber/Lyft or other rideshare drivers.

## **Excusals**

Absences, tardies, and dismissals prior to the end of the school day may be excused for the following reasons only: participation in an approved school-sponsored activity, suspension days, religious holidays, a court appointment, family emergencies as approved by a school administrator, and illness or injury as documented in writing by a medical professional and provided upon the student's return.

## **Attendance Intervention**

If a student has missed ten percent (10%) or more of the days in a particular school year due to unexcused absences, tardies, and early dismissals, the parent/guardian will be notified in writing and the administrator will request that the parent(s)/guardian(s) attend a meeting with school personnel and the district truancy officer.

If the student's attendance does not improve after school-based interventions have been implemented, the administrator may request that a truancy petition be filed.

## **Long Term Absences**

Parent(s)/guardian(s) and the student may access work for a student who will be out for an extended period of time *due to* documented excused absences by utilizing CANVAS. We ask that parent(s)/guardian(s) pick up requested work and return completed work in a timely manner so teachers can continue to update grades. In cases of hospitalization, we ask that parent(s)/guardian(s) come to the school to sign a release so that we can coordinate academic assignments directly with hospital educational staff. Work will only be compiled for students whose parent/guardian provides documentation of excusal from school.

# Transportation

## Bus Transportation

Bus transportation is provided to North Kingstown students who live within the determined radius of the school as determined by the district or who require transportation within their IEP. Transportation for students enrolled from other districts is the responsibility of the home school district.

Exception: Except in the event of an emergency, students are not allowed to ride on buses other than the one they are regularly assigned to, and must use their assigned stop. Parent(s)/guardian(s) are responsible for providing transportation to destinations not serviced by the assigned bus. For safety reasons, large items that cannot safely be held on one's lap, may not be brought on the bus. Large items cannot be safely secured in empty seats and may become missile hazards in the event the bus stops short or is involved in an accident. The bus driver has the authority to prevent unsafe items from being brought on the bus.

## Bicycles

Students may ride a bicycle to school with parent or guardian permission. Bikes must be parked in the rack at the front of the building. No bicycle may be stored in the building. Bicycle riders should follow the rules for bicycle safety. The school is not responsible for lost or damaged property.

## Changes in Transportation

We ask that parent(s)/guardian(s) notify the main office of any changes in a student's typical method of transportation (i.e., picking up a student who typically takes a bus) by no later than 1pm.

## Parent/Guardian Transportation Due to Safety Concerns

In rare circumstances, parent(s)/guardian(s) may be contacted to provide transportation for their child if the child's behavior prevents them from safely boarding or riding the bus. In these situations, it is expected that parent(s)/guardian(s) pick their child up from the school.

## Meals

Students are to eat lunch in the classroom during the time assigned and are to stay in the classroom during the entire lunch period unless given permission by a supervising adult to leave. Students are expected to clean their table/area prior to the start of the next class. High School students will receive a grab-n-go lunch while schools are following Pandemic Protocol.

## Lunch Orders

Students order lunch upon their arrival to school each morning. If your child will be late to school and requires a lunch, please call the office clerk prior to 9:30am to order your child a lunch.

## Meal Payment

Students are responsible for bringing lunch money. Additionally, parent(s)/guardian(s) may prepay for lunch by sending a check to the office clerk made out to "North Kingstown Food Services." Parent(s)/guardian(s) within the NKSD also have the option to pre-pay online.

Families need to apply each year for free and reduced lunch programs. The forms are available in the office and are updated each year. They are also available online at: <http://www.schoollunchapp.com/>



## **Individualized Meal Plans**

We are able to support the implementation of individualized meal plans and dietary requirements as ordered by doctors and dieticians. If your child requires an individualized meal plan, please ask your child's doctor to send a record of their nutritional needs to the school nurse.

## **Student Belongings**

### **Lockers:**

#### **Note: NO LOCKER USE DURING PANDEMIC PROTOCOL**

Middle and high school students are assigned lockers for their coats, books, backpacks, and materials. Each student may also request a combination lock. The lock combination should not be shared with other students. The student, not the school, is responsible for stolen books or materials. Students may go to their lockers during Check-In, Advisory, and Check-Out. Since it should not be necessary for students to go to their lockers at times other than these, a pass must be signed by a teacher for additional locker visits. In the interest of the maintenance of health and safety, school authorities may inspect school properties. Lockers, though assigned to pupils, are school property and may be reasonably inspected.

The right to inspect students' lockers is inherent in the authority granted the School Committee and administrators. Whenever possible, the pupil to whom the locker is assigned should be present for an inspection. At least two members of the staff should conduct inspections together, particularly when the pupil is not present.

Inspection for the location of drugs, narcotics, liquor, weapons, poisons, or missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel.

### **Personal Electronic Devices**

DA-CDP has a "NO CELL PHONE POLICY" for its students which supports the goal of providing students with a distraction-free environment. Parents are encouraged to have their child leave cell phones, tablets, smartwatches, and all personal electronics at home.

Students who choose to bring their cell phones and/or any other personal WiFi-enabled or photographing device, must turn them in immediately upon entering the building prior to entering the classroom hallway.

Students in violation of this policy whose device is seen or heard at any point during the school day are expected to leave the classroom area and turn their electronic device into an administrator prior to re-entering the classroom. Refusal to turn over the device will result in parent/guardian contact.

Parent(s)/guardian(s) should not call or text their students during the school day. If you need to get in touch with your child, please call the main office. Students who need to contact a parent or guardian may do so by using a school telephone.

## **ACADEMIC INSTRUCTION**

### **Curriculum**

Students at DA-CDP are provided with grade-level curriculum that meet the North Kingstown School District's graduation requirements and are based on the Common Core State Standards (CCSS). DA-CDP serves children in grades K-12 in two (2) elementary and four (4) middle/secondary classrooms. Each

classroom is staffed with Behavior Management Assistants (BMA) who provide academic, behavioral, and emotional support and transition services. Students receive instruction from content-certified teachers in the areas of English Language Arts, Math, Science and Social Studies and may be supported with a Special Educator. Students at particular grade levels also receive itinerant instruction in Art, Media, Technology, Music and Physical Education. For more information on grade-specific curriculum, please visit the NKSD website.

## Grading

DA-CDP follows NKSD grade-level timelines and grading policies. For more detailed information on specific grading policies and grade scales for each grade level, please refer to your child’s home school handbook. Report cards are issued two to four times a year depending on student grade level as summarized below. Report cards are published in ASPEN and can be viewed by signing into the Parent Portal.

### Reporting Periods

Kindergarten		1st Grade		2nd-12th Grade	
Frequency	Reporting Months	Frequency	Reporting Months	Frequency	Reporting Months
2x/year	February & June	3x/year	February, April, & June	4x/year	November, February, April & June

### Academic Grade Scales

Elementary (K-5)		Middle (6-8)		High (9-12)	
Grade	Description	Grade	Description	Grade	Description
4	Proficient with Distinction	A	90-100	A	90-100
3	Proficient	B	80-89	B	80-89
2	Partially Proficient	C	70-79	C	70-79
1	Below Proficient	D	65-69	F	0-69
N/A	Not Assessed	F	0-64		

### Conduct, Work Habits & Effort Scales

Elementary (K-5)		Middle (6-8)	
Code	Description	Code	Description
C	Consistently	E1/C1	Outstanding

S	Sometimes	E2/C2	Good
R	Rarely	E3/C3	Satisfactory
		E4/C4	Needs Improvement
		E5/C5	Unacceptable

### **Incomplete or Failing Work**

Staff and teachers at DA-CDP will make multiple attempts to intervene with and communicate with students and parent(s)/guardian(s) about incomplete or failing work.

### **Revision of Summative Assignments (Middle & High School)**

Students who do not complete or score below a 50% on any summative assignment (except for final exams), shall be provided time to revise the assignment or be provided the opportunity to complete an alternate assessment of the same standards. Recognizing the unique needs of all DA-CDP students, specific timelines for revision will be determined together by the content-area and special education teachers based on individual student needs.

### **Make-Up/Late Assignments Due to Excused Absences**

Students who have excused absences shall be given the opportunity to complete missed assignments, including tests and quizzes. Specific timelines for completion will be determined together by special education and content-area teachers.

### **Make-Up/Late Assignments Due to Unexcused Absences**

Students who have unexcused absences shall be given the opportunity to complete only summative assignments. All missed summative assignments must be completed within one (1) week of their original due date unless otherwise determined by the student’s IEP team and DA-CDP administrator.

## **Homework**

Homework is typically a means of practice and reinforcement that promotes learning and is assigned to students at their teachers’ discretion. As such, students are expected to complete homework assignments as part of their growing responsibilities to their own learning. In addition, homework is also part of the transition steps necessary for return to the home school. Appropriate attention and supports to facilitate homework completion may be offered on an individual basis if the need arises. A flexible program of homework assignments may also be arranged specific to individual needs and in concert with individual student goals.

## **RI State-Wide Assessments**

Students at DA-CDP complete grade-level RI State-Wide Assessments as listed below. Students complete assessments during the regularly scheduled school day with accommodations outlined within their individual IEPs.

<b>Assessment</b>	<b>Subject Area</b>	<b>Grades Assessed</b>
RI Comprehensive Assessment System (RICAS)	English Language Arts & Mathematics	Grades 3 through 8

Rhode Island Next Generation Science Assessment (NGSA)	Science	Grades 5, 8 & 11
PSAT 10	English Language Arts & Mathematics	Grade 10
SAT School Day	English Language Arts & Mathematics	Grade 11

## Extracurricular Activities

Students within the North Kingstown school district who attend DA-CDP are encouraged to participate in extracurricular activities at their home schools. North Kingstown students who meet the academic and behavioral requirements for eligibility may participate in extracurricular activities at their home schools, including, but not limited to, dances and social events, sports, and/or after-school clubs.

## STUDENT EXPECTATIONS

DA-CDP is a structured, clinical day program designed to meet the individual needs of students who exhibit social, emotional, and behavioral difficulties. The program teaches and reinforces several foundational expectations of a safe, respectful member of the community.

Each student at DA-CDP adheres to the school-wide behavioral expectations and procedures to ensure that all within the community are able to focus on obtaining goals in **academic persistence, respectful interactions, and contributing to a safe learning environment.**

### Academic Persistence

Students agree to work to the best of their abilities throughout each academic period as demonstrated by:

- Active listening
- Asking for help or clarification as needed
- Helping peers understand a difficult concept
- Contributing to classroom discussions
- Reading silently
- Engaging in work
- Working on and completing assignments
- Initiating work
- Persevering through challenges
- Asking questions about the lesson
- Making connections across different areas of learning
- Talking about the lesson

### Respectful Interactions

Students agree to interact respectfully with others and the environment at all times as demonstrated by:

- Positive & productive conversation
- Self advocacy
- Using expected language
- Speaking truthfully
- Waiting for their turn and listening to others
- Encouraging their peers & embracing differences
- Clearly asserting wants and needs
- Asking for permission before touching something that does not belong to them
- Giving everyone personal space

- Maintaining expected speaking volume
- Responding positively to adult requests and directions
- Cleaning up after themselves

## Contributing to a Safe Learning Environment

Students agree to contribute to a safe learning environment at all times as demonstrated by:

- Remaining in their assigned classroom or location
- Maintaining an expected speaking volume
- Using hands to open doors
- Requesting permission prior to leaving a classroom
- Remaining on school grounds during school hours
- Walking in the hallways with hands by their side
- Keeping hands and feet to self
- Following emergency directions immediately
- Maintaining expected speaking volume
- Using materials, furniture, and emergency devices for their intended purposes
- Resolving disagreements and conflicts using words
- Keeping hallways clear

## Dress Code

Clothing and personal grooming should reflect standards of respect, acceptance, and safety for all students. All students are encouraged to dress in a manner that is comfortable and conducive to an active school day without fear of or actual discrimination, regardless of sex, sexual orientation, gender identity, or gender expression.

### Students must wear

- Opaque clothing that minimally covers all of the following areas of the body:
  - Chest
  - Genitals
  - Buttocks
  - Stomach
  - Arm pits
- Bottoms that cover all undergarments
- Tops that cover all undergarments
- Shoes

### Students may wear

- Hats, hoods, and religious headwear, as long as it does not obscure the student's face from view
- Hoodie sweatshirts
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Sweatpants, shorts, skirts, dresses, pants

### Students cannot wear

- Violent language or images
- Images or language depicting drugs, alcohol, or any other illicit substances, illegal items or activities
- Hate speech, profanity, and pornography
- Images or language that create a hostile or intimidating environment

- Bandannas
- Sunglasses
- Any items/accessories that could contribute to an unsafe classroom or are designed as potential weapons (e.g., chains--including wallet chains, hardware, spiked bracelets/collars, razor blades, safety pins).

If it is determined by the administration that particular clothing is disruptive to the learning process and/or offensive to community standards, the student may be asked by the school administration to change that article of clothing and the parent or guardian will be notified of this decision.

## Technology Use

Internet access is available to the students of North Kingstown for educational purposes such as research for class assignments and career development. Network access is available to students for project development and sharing, communications and file storage. These resources are made available to all students through classrooms, media centers and computer labs. Students should not be directed to unsupervised areas that have Internet access. Everyone using the North Kingstown School computers and computer network will be held responsible for his or her actions.

Any activity which may be intentionally disruptive to normal operation of the North Kingstown network, the Internet, computers, or the instructional process, will be considered unacceptable. **Unacceptable use of computers, the network/Internet, or other educational technology may result in the suspension or revoking of the privilege of using the computers and/or the network, and disciplinary and/or legal action may be taken.** Some examples of unacceptable use include, but are not limited to:

Develop or activate programs that harass other users, infiltrate a computer system or alter the software components of a computer system (viruses).

Crash or attempt to crash the network and/or connected systems.

Steal data and/or equipment and/or software.

Use the network for illegal activity, including the violation of copyright or other contracts.

Access or transmit information that is inappropriate or offensive.

Users are entitled to a reasonable expectation of privacy for their files and email. It is inappropriate and possibly dangerous to reveal one's own or anyone else's personal address, phone number, password or confidential information including credit card numbers, bank account numbers or other financial information. No user may have access to another's private files. The system administrator will access the private files of users only to purge them or to investigate a suspected or proven violation of school rules. A user whose privileges have been terminated may not be able to remove personal files.

Possession of any data in any form, which might be considered a violation of the North Kingstown School Department Acceptable Use Policy, may result in the termination of privileges and may result in disciplinary and/or legal action.

## Chromebooks

Each student that is actively enrolled in grades 4 through 12 is loaned a Chromebook laptop computer, including an AC adapter by the school department for **educational use** by students at school and at home. Parent(s)/guardian(s) are required to sign a "Chromebook Agreement" in order for their

child to bring a Chromebook home with them. Please see the Chromebook Agreement on the NKSD web page and specifically note the following procedures specific to DA-CDP:

- Students are expected to bring their Chromebooks to school fully charged and to turn them into their Check-In teacher upon arrival to school each morning;
- Students are expected to follow the six conditions of digital citizenship (Respect Yourself, Protect Yourself, Respect Others, Protect Others, Respect Intellectual Property, Protect Intellectual Property) as outlined in the NKSD Chromebook Agreement.
  - Failure to follow any of six conditions of digital citizenship at any point during the school day may result in limited, suspended, or revoked Chromebook use, including the ability to bring the device home, as determined by the school administrator.

## **Music**

Staff at DA-CDP understand that some students may focus better when listening to music. With this in mind, teachers and staff may allow students to listen to music at their discretion within the following guidelines:

- Listening to music is conducive to learning and does not interfere with any student's ability to complete academic tasks or receive instruction;
- The student is using personal headphones such that the music is only audible to them - parents and guardians are encouraged to provide their students with a set of headphones for this purpose;
- Students are not permitted to carry cell phones or any WiFi devices within the school setting and may not use them for purposes of listening to music at any time

## **THERAPEUTIC SUPPORTS**

Students have access to and may receive individual and/or group support services by grade level Social Worker(s), Special Educator(s), and Behavior Management Assistants(s). Additionally, an in-district Clinical Psychologist consults to the program on a half-time basis. Additional related services, such as Speech-Language and Occupational Therapy, are provided as required by individual student IEPs

Students with existing IEPs have specific IEP goals that target individual academic, social, emotional and/or behavioral areas to be developed, improved, and strengthened along with the support services necessary to meet those goals. This plan is developed and monitored by the student's IEP team. Progress toward IEP goals is monitored by staff daily to determine student growth and students practice self-monitoring strategies to track their growth over time. Progress is reported to parents at least quarterly.

## **Supportive Learning Spaces**

DA-CDP is designed to provide students with a structured school setting while allowing for flexible spaces to respond to the needs of all learners. All of our students learn in classrooms with a high level of staff and teacher support. However, at times, students request or demonstrate that they need a less distracting environment with more individualized support to focus on their academic assignments and/or regain emotional regulation. During these times, when staffing allows, teachers and staff may ask students to go to a separate classroom location with more individualized support to facilitate student regulation and prepare them for success within the classroom setting upon their return.

## **Personal and Career Readiness (PCR)**

Personal and Career Readiness teaches students in grades 6-12 the skills needed for success in school, the community, and in the workplace. Lessons in PCR support the development of functional skills and strategies to increase competence in self-awareness, self-management, determination, social awareness,

relationship building, and responsible decision making across grade levels in preparation for a successful transition into a less restrictive academic or work environment.

### Social Skills Groups

Social Skills Groups provide students with the concepts, tools, and practice they need to successfully understand their emotions, understand the emotions of others, embrace diversity and differences, navigate social situations, and build positive relationships with others within the community.

### Individual Counseling

Individual counseling with a licensed and certified mental health professional allows students to formulate and progress on individual goals related to their success within the school setting and learn skills specifically tailored to support individual progress toward their IEP goals.

### Individualized Behavioral Interventions

DA-CDP is committed to providing students with multiple opportunities to learn and demonstrate expectations within the school community through the use of supportive classroom conditions and intervention strategies. Intervention strategies are specifically designed to de-escalate situations and offer students the opportunity to re-engage in their learning as quickly as possible.

### Conflict Resolution & Mediation

Students at DA-CDP often demonstrate difficulties with navigating social conflicts or disagreements. As such, we offer supported conflict resolution and mediation to students throughout the day to support them in resolving minor social conflicts and disagreements as they arise.

### Tiered Incentive System

Students are provided with opportunities to earn “points,” incentives, and recognition for meeting specific behavioral expectations in the areas of Academic Persistence (A), Respectful Interactions (I), and Safety (S). Points are earned daily at scheduled intervals during classroom instruction time, as well as unstructured times throughout the school day. Points are redeemed in exchange for menu choices based on age/grade appropriateness and number of total points earned.

#### Incentive Tiers

Students are provided at least two (2) opportunities throughout the day to engage in an activity based on the number of total points earned. Menu options are broken into three (3) separate tiers. These tiers are not designed to “rank” students; rather, they are reflective of each individual student’s demonstrated readiness for various types of activities and levels of stimulation.

	<b>Reflective</b>	<b>Collaborative</b>	<b>Exploratory</b>
<b>Points Earned</b>	0-33%	34-67%	68-100%
<b>Location</b>	Inside Classroom	Inside building	Anywhere on school grounds
<b>Collaboration Level</b>	Independent or with direct staff support	With up to 2 peers	With up to 9 peers



<b>Possible Examples</b>	reading a book/magazine, drawing or coloring, writing, mindfulness practice or meditation, journaling, reflection with the social worker, independent learning, or completing classroom assignments	board games, chess, completing a puzzle, charades, assisting with lunch preparation, building with kinetic sand, craft projects	time outside and/or on the playground, time in the gym, decorating one of the school bulletin boards, assisting in another classroom, garden care, marble run, imaginative play
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## **SAFETY PROCEDURES**

Recognizing the unique needs of students who attend DA-CDP, teachers and staff are committed to exhausting a variety of de-escalation strategies and interventions to ensure each child’s safety and continued growth. As such, individualized intervention plans are developed in collaboration with students and their families to specifically target the development of behavioral regulation and social-emotional skills. Every effort is made to develop and implement interventions that limit the use of out-of-school suspensions as a method of ensuring the continued safety of the community. However, it should be understood that major safety concerns may result in temporary removal from school and/or referrals to community-based agencies. In accordance with NKSD policy, to ensure that the school environment remains a safe space for all community members, the following actions will be taken to ensure that all students have access to a safe learning environment:

### **Physical Crisis Intervention**

DA-CDP is committed to ensuring that all students are free from unreasonable and unnecessary physical restraints and such interventions are only used in emergency situations after other less intrusive alternatives have failed or are deemed inappropriate. These procedures reflect a policy prohibiting corporal punishment. They are established to promote the use of positive, preventive behavioral supports that significantly limit the need for physical intervention, restrict the use of physical force, and ensure that physical restraint is administered in the least intrusive manner possible. These procedures delineate appropriate practice in those instances where physical restraint is absolutely necessary to protect a student or students, staff and/or other school members from imminent, serious physical harm.

In accordance with NKSD Policy JICD-2 and RI State Law, physical restraint is only used in situations where all of the following three (3) criteria are met:

- 1) Non-physical interventions were not or would not be effective;
- 2) The student's behavior poses a threat of imminent, serious physical harm to self and/or others;
- 3) In circumstances where a behavioral intervention plan is already developed for the student, the plan has been fully implemented as specified.

Staff conducting physical restraint techniques have been trained in Crisis Prevention Intervention (CPI) and receive ongoing professional development and consultation in the use of preventative interventions.

In cases where restraint is necessary to ensure safety, the student’s parent(s)/guardian(s) will be notified and will receive a mailed copy of the restraint report form.

### **Tobacco Use**

DA-CDP is a SMOKE FREE ZONE – This applies to everyone on school property, regardless of age.

RI state law prohibits smoking on school premises; therefore, smoking or possession of tobacco products is strictly prohibited on school property and school buses at all times. This includes chewing tobacco, pipes, e-cigarettes, vape pens, etc.

Confirmed suspicion of tobacco use or possession will result in:

- Confiscation of all tobacco-related products and paraphernalia - student refusal to turn over paraphernalia and/or tobacco products will result in suspension from school for the remainder of the school day.
- Required escort at all times during the school day for a period of time determined by the administrator
- Referral to a substance abuse counselor or contact with existing substance abuse counselor
- Subsequent offenses may result in immediate suspension from school

## **Substance Use**

Possession of drug related paraphernalia or use, possession, or under the influence of alcohol and/or other illicit drugs on DA-CDP property or at any school-sponsored activity will result in:

- Nurse examination to determine physical well-being of the student with possible contact of emergency personnel if the student appears to be at imminent medical risk
- Student search in accordance with NKSD Interrogations & Searches Policy JIH
- Suspension from school for five (5) school days
- Referral to law enforcement
- Referral to a substance abuse counselor or contact with existing substance abuse counselor
- Exclusion from extracurricular activities for thirty (30) consecutive days

## **Weapon Use & Possession**

The possession, use and or/intended use of item(s) legally classified as a weapon as defined by RI State Law shall be subject to immediate referral to law enforcement and immediate removal from the school environment.

Judgment on student discipline will be reflective of the specific weapon involved, circumstances leading to its presence, use or intended use on school grounds, and conditions under which weapon(s) were apprehended.

## **Bullying**

Bullying is defined as the use of one or more students of a written, verbal or electronic expression or physical act or gesture or any combination thereof directed at a student that:

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

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

Parent(s)/guardian(s) of students who have been victims of serious and persistent bullying will be contacted and the school administrator will immediately intervene to provide the victim with a safe educational environment. If possible, intervention will be planned with input from the student,

parent(s)/guardian(s), outside service providers, and other school staff. Additionally, a mental health service provider will meet with the victim to determine the impact the bullying has had on the child's wellbeing.

Parent(s)/guardian(s) of students who engage in bullying will be contacted and asked to attend a meeting with DA-CDP staff to develop an individualized intervention plan with the goals of teaching the perpetrator expected communication skills and behaviors. Repeated serious offenses after a variety of interventions have been exhausted may result in suspension from school and/or police contact.

### **Assault of Staff or Peers**

Students who attempt to or actually physically harm any member of the school community will be asked to immediately leave the classroom and receive individualized support to regain regulation and complete a risk assessment with a mental health service provider upon regaining emotional regulation. The mental health service provider, in concert with the school administrator, will determine further action based on the presenting situation and results of the assessment. Further action may include 1:1 support in a separate location away from the classroom, recommendation of further mental health evaluation to the parent/guardian, contact with the child's community-based provider(s), suspension from school, and/or referral to emergency services.

Exception: Aggression toward any member of the community that results in serious bodily injury will result in immediate police contact.

### **Threats of Harm to Self or Others**

Students who make direct and specific threats to harm themselves or any other member of the community including spoken, written, or otherwise communicated threats will be referred to a mental health provider within the school setting to complete a risk assessment. The mental health professional, in concert with the school administrator, will determine further action based on the presenting situation and results of the assessment. Further action may include 1:1 support in a separate location away from the classroom, recommendation of further mental health evaluation to the parent/guardian, contact with the child's community-based provider(s), suspension from school, and/or referral to emergency services.

### **Sounding of False Alarms**

Students who remove fire alarm covers, open fire extinguisher cases, open alarmed doors, and pull fire alarms in the absence of an emergency situation are subject to immediate suspension from school and possible law enforcement contact. The student and parent(s)/guardian(s) are required to attend a re-entry meeting with the school administrator prior to the student's return to school.

### **Destruction of Property & Vandalism**

Students who intentionally damage or destroy school property are subject to suspension from school, required staff escort upon return from school at all times throughout the day, and possible law enforcement contact. Parent(s)/guardian(s) are responsible for financial restitution as a result of destruction of property and/or vandalism.

### **Pandemic Safety Rituals and Routines**

Davisville Academy Operating and Building Safety Protocol

- **Arrival/Entering the building-Teachers/staff**
  - Staff will swipe in through the main entrance.
  - To assist in minimizing traffic in the main office, staff mailboxes and a landline phone are now in the staff room.
  - Rosemarie will happily make necessary copies for you given that you leave your original in the bin outside of her office with a sticky note stating the amount needed.
  - Walkie-talkies are to be picked up from and returned to the table outside of the office daily.
  - All staff and faculty will have masks while they are in the school building except for lunch or if they are alone in the room.
  - All staff will complete COVID symptoms checklist.
  - Support staff will bring breakfasts to class and place them on the student desk with ziplock baggies for purposes of collecting phones.
  
- **Arrival/Entering the building-Students**
  - Busses will arrive stopping at the crosswalk and allow elementary students to depart the bus first. Elementary students, with the supervision of a BMA, will socially distance in line with their class along the fence. MS/HS students will proceed to the main entrance. If need be, secondary students will stand along the entryway poles for purposes of social distancing.
  - Students may enter at 7:15 from the bus or the parking lot
  - All students must have masks on at all times while in the building except during breakfast and lunch times. [NKSD Face Mask Policy](#)
  - All students will report directly to their BMA prior to entering the school.
  - MS/HS Students will enter through the main entrance, A3.
  - Elementary students will enter through the side door A2.
  - Early arrivals - bus drivers are advised that the students will wait on the bus
  - Parents will be advised that school doors do not open until 7:15.
  - Late arrivals will enter through the main door, A3.
  
- **Walking in the halls**
  - During arrival, dismissal, and passing times students will keep to the right and follow directional arrows to provide six feet social distancing.
  - During class, students will remain socially distanced if they need to use the facilities.
  
- **Entering the classroom.**
  - Classroom doors can be propped open and locked during COVID 19. Classroom windows will be open for appropriate ventilation.
    - Staff will immediately close the doors should a CODE be called.
  - Students will report to their desk and wipe it down before sitting in between classes and after meals. All students will have assigned seats.
  
- **Placement of students' personal belongings**
  - No lockers will be used and all lockers will be locked or tied shut.
  - No bins or cubbies will be used. They will be removed from the classroom area.

- Students will be allowed to bring a backpack, which can be placed next to them. Because of the social distancing of the desks, this should not be an issue for drills (tripping)
- **Handwashing/bathroom break schedule**
  - Before/after breakfast, lunch and any outdoor activity..
  - MS students will proceed to the bathroom from the buses
  - All other students will wash their hands in class...
- **Lunch**
  - HS students will grab lunch and go at dismissal time.
  - MS/elementary support staff will bring lunch carts to their class and distribute lunch.
  - Students will clean their own area at the end of lunch.
  - All students will wash their hands prior to and after lunch.
- **Specials on a cart - Art**
  - Teachers will plan for individual student projects as no items will be shared.
  - The cart will be disinfected between classes.
- **Dismissal to bus, dismissal to parent pick-up**
  - All students will wash their hands prior to dismissal.
  - Students will be dismissed by class via the same doors that they entered.
- **Visitors**
  - Visitors will be very limited and only allowed in the foyer/office area.
  - Those who are permitted to enter will check in at the main office and complete a COVID screening tool . We provide clean and dirty pens or wipe the laptop between uses.
- **Deliveries**
  - All deliveries will occur through the front office. The delivery person must have a facial covering.
  - Parents will be permitted to drop off any forgotten medications, lunches and enter outer garments. We ask parents to refrain from dropping off items outside of the stated.
- **Isolation room**
  - Adjoining the Principal's Office
  - Isolation room has windows that can open for ventilation and a door that can be shut to quarantine a student experiencing symptoms
  - If dismissal from the isolation room is necessary, the school nurse will ensure no one is in the hallway and then walk to the student to door A4 to release the student to the parent/guardian
  - [Probable Cases of COVID-19 Protocol See pg 11-20](#)
- **Drills**
  - See drill process [Emergency Drill and Early Arrival Script](#)

