



The Providence School

210 South Lexington Ave.
Wilmore, KY 40390
(859) 887-4600

***“Providence: Discovering Pride and Purpose through
Achievement”***

Student & Parent Handbook
2019-2020

Revised July 2019

Dear Students and Parents,

Welcome to The Providence School (TPS)! Our goal and challenge is to create a school that is truly different from traditional middle and high schools, one which better meets the needs and requirements of students who need an alternative school environment. Furthermore, we strive to continue the heritage that began in a one-room schoolhouse, the original Providence School. In that small setting, the young people of northern Jessamine County received their education.

Because we are a non-traditional public school, we utilize best practices for non-traditional students. Our goal is to provide students with more than a diploma; we want students to leave our school with an education equipping them to be successful in careers as well as in their personal lives.

Please read this handbook carefully as it contains the final decisions of many lengthy discussions held by the staff. This handbook does not replace the Code of Conduct. Rather, this handbook will help you become familiar with the specific guidelines established for the TPS community.

The staff has worked hard to be ready for the opening of school this year. A great school needs more than hard-working staff members; it also needs committed students and supportive parents. We invite you to be an active participant in our school.

Eric Sowers, Principal

Staff

| Middle School | High School | Administrative/Support |
|-------------------------------------|--|--|
| Jon Wes Adams, Interventionist-Math | Sean Goggin, High School Teacher | Bobby Turner, Custodian |
| Gardner Adams, Teacher | Glenn Weinberger, Paraeducator | Tina Muse, Student Development Coordinator |
| Kiki Spann, Teacher | Carissa Arwood, High School Teacher | Clint Newton, SRO |
| Michelle Lowe, Teacher | Tonya Clift, Credit Recovery & STLP Coordinator | Eric Sowers, Principal |
| Jesse Law, Interventionist-Reading | Donna Doolin, Teaching Partner | Mandie Bunner, OneWay Coordinator |
| Julie Wilson, Middle School Teacher | Nate Andrews, Home-based Teacher & ISTEP Coordinator | Grace Byrnes, Administrative Assistant |
| Debbie Cross, Teaching Partner | Patrick Fuchs, High School Teacher | Mindy Harris, School Nurse |
| Jasmine Varner, Resource Teacher | Ashley Gates, High School Teacher | Micki Gill, Head Custodian |
| Vickie Gordon, Teaching Partner | Jesse Law, Interventionist-Reading | Tammy Crowe, Cafeteria Manager |
| | Vicki Shearer, Teaching Partner | Angie Hatton, Focus Room Coordinator |
| | Scott Osborn, High School Teacher | Mindy Hershey, DSW/Counselor |
| | Kevin Wheeler, 180 Teacher | Neil Heffelbower, DSW/Counselor |
| | Liz Spurlock, High School Teacher | Justin Yeary, Assistant Principal/CRA |
| | Jeannette Teater, High School Teacher | Tammy Baker, Bookkeeper |
| | Robbie Irgang, High School Teacher | Silvester Turner, Assistant Principal |
| | Heather McDonald, High School Teacher | Regina Rion, Attendance Clerk |
| | Harding Ison-Bowman, High School Teacher | Lesley Gilpin, DSW/180 Counselor |
| | Jon Wes Adams, Interventionist-Math | Allison Hardion, School Psychologist |
| | Jasmine Varner, Resource Teacher | |
| | Jackie Kidwell, Teaching Partner | |
| | Tina Berryman, Teaching Partner | |

District Mission

Jessamine County Schools exists to motivate and challenge every child every day to be caring, responsible citizen and a high-level thinker, performer, communicator, and learner for life!

School Mission

Providence: Discovering Pride and Purpose through Achievement

Our Goals

At The Providence School we believe in promoting achievement and student success in 3 categories of success. We refer to these 3 categories as pyramids because the pyramid RtI structure allows for a data driven, individualized and focused approach to student achievement and success.

3 Pyramids of RTI Success

Academic

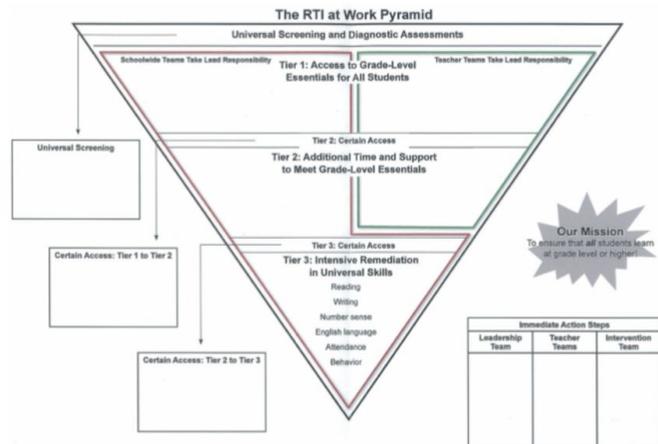
- TPS students will graduate with the reading, writing and math skills to be a successful and functional adult.

Self Regulation/Behavior

- TPS students will graduate with the skills to model appropriate adult behavior.

Socio-Emotional Health

- TPS students will graduate with the skills to pursue lifelong socio-emotional health.



Bell Schedule

High School

| <u>Class</u> | <u>Start Time</u> | <u>End Time</u> | <u>Minutes</u> |
|--------------|-------------------|-----------------|------------------------------------|
| 1st Period | 8:25 | 9:30 | 65 minutes |
| 2nd Period | 9:33 | 10:38 | 65 minutes |
| 3rd Period | 10:41 | 12:01 | 65 minutes, 15 break |
| 4th Period | 12:04 | 1:34 | 65 minutes, 25 lunch |
| Lunch | 12:35 | 1:00 | 12:04-12:29 for Equine & Discovery |
| 5th Period | 1:37 | 2:42 | 65 minutes |
| 6th Period | 2:45 | 3:50 | 65 minutes |

HS Flex Bell Schedule

| <u>Class</u> | <u>Start Time</u> | <u>End Time</u> | <u>Minutes</u> |
|--------------|-------------------|-----------------|------------------------------------|
| 1st Period | 8:25 | 9:19 | 54 minutes |
| Int/Ext | 9:22 | 9:52 | 30 minutes |
| 2nd Period | 9:55 | 11:04 | 54 minutes, 15 break |
| 3rd Period | 11:07 | 12:01 | 54 minutes |
| 4th Period | 12:04 | 1:34 | 65 minutes, 25 lunch |
| Lunch | 12:35 | 1:00 | 12:04-12:29 for Equine & Discovery |
| 5th Period | 1:37 | 2:42 | 65 minutes |
| 6th Period | 2:45 | 3:50 | 65 minutes |

Middle School

| <u>Class</u> | <u>Start Time</u> | <u>End Time</u> | <u>Minutes</u> |
|--------------|-------------------|-----------------|----------------|
| 1st POD | 8:30 | 10:20 | 110 Minutes |
| 2nd POD | 10:20 | 12:10 | 110 Minutes |
| Lunch | 12:10 | 12:35 | 25 Minutes |
| 4th Period | 12:35 | 1:35 | 60 minutes |
| 5th Period | 1:35 | 2:35 | 60 minutes |
| 6th Period | 2:35 | 3:50 | 75 minutes |

*Students that are enrolled in classes at East High, West High, East Middle, West Middle, JCTC, or vocational schools are expected to be in those classes on Fridays regardless of Providence's alternative calendar. It will be counted as an unexcused absence if the student is not present.

Supporting and Visiting TPS

Volunteering at TPS

The district requires that all volunteers complete a Volunteers in Public Schools form and provide a copy of your driver's license. If you wish to volunteer at TPS please contact the school office.

Proud Providence Parent (P³) Meetings

P³ is our parent organization. All parents and guardians are strongly encouraged to participate. Our quarterly meetings usually occur in the evening. For more information or to sign up for the P3 meetings, please contact the school office

Visiting

Instructional time for our students is most important at our school. Due to our schedule and need to maximize instruction for all students, classroom visits must be scheduled and approved in advance by administration. Please do not bring food from outside restaurants for students to eat.

Parent/Teacher Conferences

If you would like to set up a parent/teacher conference, you may contact your student's guidance counselor: Neil Heffelbower (A-K) or Mindy Hershey (L-Z), and they will be happy to help organize the meeting.

Guests and Visitors

All guests and visitors to TPS must register in the front lobby with our receptionist. Due to our visitor check-in software, parents/guests must present a picture ID during the check-in process. We welcome parents! However, we do ask that you register; the receptionist can then assist you in finding your son/daughter or the staff with whom you want to speak. If you need to speak with staff, please call and schedule an appointment.

Student Fees

Per district policy, all TPS students will be charged a school fee of \$20 per year. Students receiving reduced lunch will pay \$10; and students receiving free lunch will be exempt from the fee. Students that enroll in TPS second semester, will be charged a \$10 student fee.

This fee does not cover the cost TPS spends on instructional materials; however, it will help to offset the costs incurred in some courses (for example- field trips and pottery for art).

Enrollment and Registration

Student Registration and Infinite Campus

Infinite Campus Student and Parent Portals and Jessamine County Schools Online Registration Process

All families enrolled in Jessamine County Schools must have an active Infinite Campus Parent Portal account and complete the JCS Online Registration process prior to the beginning of the school year

Infinite Campus, Kentucky's Department of Education's electronic records system, offers parents and students the opportunity to access their grades, attendance, and school/teacher announcements through a Student/Parent Portal.

The JCS Online Registration system allows families to electronically record and update all necessary school enrollment forms.

To access the Infinite Campus portal:

Student Access:

Each student has a login and password to access the portal. Both parents and students may access the student's account with this login information.

To login to student/parent portal:

Student Login/Username: A student's school computer username/login name

Password: A student's school computer password Parent Access:

To request a parent portal account:

- Go to the Jessamine County Schools website at <http://www.jessamine.k12.ky.us/>
- Click on the "For Families" drop-down
- Click on the "IC Parent Portal Sign-up"
- Complete the form and submit If you have any questions regarding this process, please contact: tammy.baker@jessamine.kyschools.us

Medical Requirements

To enroll in 6th grade in a Kentucky School, you must have the following by the beginning of the school year:

- Up-to-date immunization certificate
- Official Kentucky School Physical

If you have not yet scheduled an appointment for your child to meet the medical requirements, do so as soon as possible. Please note that noncompliance with state medical requirements may result in your child not being able to attend school until they are received. All students

enrolling from outside Kentucky or the United States must have the same documentation as students entering the 6th grade (see above).

All students are required to have the Hepatitis A vaccination prior to enrollment in Jessamine County Schools.

The Jessamine County Health Department (JCHD) will transfer an immunization certificate to a Kentucky Immunization Certificate. For more information, you may contact JCHD at 885-4149.

Attendance

When students come to school regularly, they learn. When students miss school frequently (excused or unexcused), they fall behind. **It is that simple: if the student is not here, he/she isn't learning.** Even when students have excused absences, they fall behind. Please support your son's or daughter's education by insisting they come to school every day unless they are too sick to attend.

Our attendance clerk will keep track of parent and doctor's notes and notify you when you have used all parent notes(6) for the entire school year. Parents may write a note of excuse as a hard copy or via email. If an email is sent for an excuse, it must be accompanied by a follow up phone call by the parent before it is accepted.

Notes must be turned in within 5 days of absence in order to be counted. If your son/daughter is going to miss school, please call the school early in the morning. If we don't hear from you by 9:30 A.M., we will try to contact you to find out why your child is not in school.

The staff at TPS will implement various strategies to encourage promptness. The following strategies apply to tardies:

- Persistent problems with tardies or absences may result in referral to a school counselor or principal; if the problem doesn't get better, the student will be reported to the Director of Pupil Personnel and/or court.
- Any student who is court-ordered to attend school on time will have their absences/tardies reported to court.

Please try to schedule all doctor and dental appointments for after school hours, off student Fridays or Friday afternoons. Sixty-one (61) minutes or more per day is considered a percentage of an absence, not a tardy.

Providence participates in the Jessamine County Truancy Diversion Program (TDP). This is a partnership between Jessamine County Schools and Jessamine County Family Court. All TPS students with 3 or more unexcused absences are reviewed by the TDP team twice monthly. The team also looks at student discipline. The team consists of the court designated worker (CDW); Jessamine County DPP, and Eric Sowers, TPS principal. If the student has had unexcused absences and/or tardies or multiple discipline referrals since the last review, the group may meet with the student or refer them to family court for review.

When a student exceeds 12 absences with medical statements (doctor's notes), the parent/guardian is asked to sign a Release of Medical Information permission form for the treating physician. This form will allow the Health Attendance committee to review health information to determine the need for documentation regarding a chronic health condition, addressing the student's academic status, and to determine the possible need for home/hospital services. The case will then be reviewed by the committee.

Only the people on a student's emergency card are allowed to pick up a student unless prior arrangements have been made through the office. We ask for identification of any person who comes to pick up a student prior to dismissal. This practice is not designed to inconvenience parents, but to protect students.

Student Services

School Nurse/Medication at School

Students must have a note from a teacher to see the school nurse. Students may see the nurse if they are bleeding/vomiting, have an asthma attack, need a lice check, have a fever, receive trauma to the head, need to take prescription medications, or need a foreign object (splinter, lead, etc.) removed.

No student is allowed to carry medicine with him/her at school, with the exception of inhalers for the treatment of asthma. Any student who needs to take medication at school must take the medicine in the original container, to the nurse's office and have a medication authorization form on file with the nurse. The medication authorization form must be completed by the parent and returned to the nurse who will fax the form to the doctor for his/her signature. The authorization form must be completed for ALL medication including prescription drugs and over-the-counter drugs such as Tylenol, Advil, inhalers, and cold medicine.

- Students may carry cough drops and throat lozenges which require no medical authorization form.
- Inhalers may be carried by students, but a medication authorization form must be on file.

School personnel are not allowed to dispense any medication, including Tylenol or over-the-counter medications, without a signed medication form. **This form must be completed by a parent and signed by a doctor.** If your son/daughter has frequent headaches, please have a form signed at the beginning of the year and send in a new, unopened (sealed) bottle of the preferred medicine with your son's or daughter's name on it. We try to keep students in school if at all possible. If we have a medication form and medication, we will dispense it, let your child rest for a few minutes, then attempt a return to class. We will call you to pick up your son/daughter only when they are clearly too sick to remain in school.

Per Kentucky state law, high school students are permitted to carry over-the-counter (OTC) medication and self-medicate according to the instructions written on the original bottle. However, TPS students may not take OTC medication anywhere on campus except in one of

the administrative or secretarial offices in the presence of a staff member. In addition, students may not provide OTC medication to another student while under the supervision of TPS staff.

If a student becomes ill and is too sick to remain at school, someone on the student's emergency card will be contacted to pick up the student. Once the emergency contact is made, the office will let the teacher know when someone is on the way. The student will be notified as soon as she/he is ready to be signed out.

ESS

ESS will be held twice a month during the 2019-2020 school year; transportation will be provided for our students. During this time, students will receive content review and/or instruction they have missed while absent, as well as complete classroom assignments missed (or alternative assignments). Even though students may receive help with homework missed, ESS is *not* a Homework Helper program. Other services may be provided; information will be given out throughout the school year. For more information about ESS contact Jeannette Teater, the ESS teacher

Extra-Curricular Activities

Most students may return to their sending school for after-school activities such as sports, clubs, debate team, etc. However, in the case of students who are administratively placed at TPS, permission will be withheld for a minimum of one semester or longer if the student is not academically eligible or if their behavior is a major concern. We encourage students to become involved with an after-school activity and will help in any way possible.

We currently offer basketball, archery, and cooking club as extra-curricular activities. Dates and times for these activities are based on facility and staff availability and will be communicated to students throughout the semester.

Any event (extra-curricular, incentive, end of year, etc.) that occurs during the school day can only be attended by students currently enrolled in the day program.

Drug Testing Program for Athletes and Student Drivers

Each student who **participates in athletics** (i.e. archery) at the middle or high school level and each student who **drives to school** will be subject to random drug testing as a prerequisite for 1) participation in an athletic program and/or 2) receiving a parking permit. Positive test results will not be turned over to law enforcement authorities or used to suspend or expel students from school. Refer to the Random Drug Testing and Alcohol Breathalyzer Procedures Handbook, available from the coach or principal, for further information.

Special Education Services

Students with an IEP are scheduled according to their current plan. If you have questions or concerns and would like to schedule an ARC meeting, please contact our front office.

Change of Address

Anytime a student moves during the school year, and at the beginning of the school year, parents must present proof of residency. This may be a utility bill, lease agreement, etc. It cannot be in the form of junk mail or a credit card application.

School Network

All students must have a code of conduct agreement form signed by a parent on file at Providence. The acceptable use policy (AUP) has been incorporated into this document; this includes email, Internet access, and storage space on the server. The network is provided to students and staff for educational purposes. This means that email use and Internet activity must be related to course work. Students are not allowed to store games, video, personal graphics, or other large items on the server that is not school related. Do not give your password to other students or stay logged on a computer when you are finished. You are responsible for any violation of the AUP by other persons using your user name and password.

“No Pass/No Drive”

The 2007 legislative session passed the “No Pass/No Drive” bill (HB32) which became effective June 26, 2007. This bill is intended to support dropout prevention and to provide an incentive for students to stay in school and pass their courses.

The “No Pass/No Drive” statute results in the denial or revocation of a student’s driver’s license for academic deficiency, or dropping out of school as a result of excessive or unexcused absences. Academic deficiency is defined as a student who does not have passing grades in at least four (4) courses, or the equivalent of four courses, in the preceding semester. A student is deemed to have dropped out of school when he/she has nine (9) or more unexcused absences in the preceding semester. Any absences due to suspension shall be considered unexcused absences.

Cafeteria Services

The Jessamine County Schools Child Nutrition Program provides nutritionally balanced, low-cost or free meals to our students each school day. School lunch menus must adhere to the United States Department of Agriculture dietary guidelines. These guidelines require school lunches to average no more than 30 percent calories from fat and no more than 10 percent calories from saturated fat in a one-week period and provide one-third of the recommended dietary allowance for children. School breakfasts provide one-fourth of the Recommended Dietary Allowance for children. In addition, school lunches include a variety of fresh fruits and vegetables, low-fat milk and whole grain products

Breakfast

Breakfast is served between 8:00-8:20 as students arrive to school. All students receive free breakfast courtesy of the CTE Program.

Lunch

Students are served lunch at their assigned time. High school and middle school times are listed below but students in other programs may have alternative lunch schedules. All students receive a free lunch courtesy of the CTE Program.

Middle School - 12:10-12:35

High School - 12:35-1:00

Friday Lunch Schedule - To be determined

District policy states that students are not permitted to leave campus for lunch. Students may either bring a lunch from home or purchase one through the cafeteria. No glass containers or food other than a packed lunch will be permitted.

Food service laws prevent the school from selling snacks and soft drinks until 30 minutes after the last lunch period.

Transportation*

Morning Drop Off

Providence doors open at 8:00am. Students should not arrive before the doors open.

Parents who transport a child to school, please drop your child off in the lower front parking lot. A staff member will be out front to direct traffic during peak morning arrival times. Please make every effort to have students at school on time.

All TPS students are provided bus transportation unless behavior warrants removal from the school provided transportation.

Afternoon Pick Up

Parents who transport a child to school, please pick your child up in the lower front parking lot. Any vehicle parked in the visitor parking lot will be held until the buses have cleared school property.

All TPS students are provided bus transportation unless behavior warrants removal from the school provided transportation.

* Transportation procedures will be amended when the transition to the new school building occurs.

Driving Privileges

Any student at TPS may be granted a driving permit. There is no parking permit fee.

In order to obtain a parking permit, an application must be completed with a parent/guardian's signature, as well as a copy of student's driver's license, registration, and proof of insurance card.

Drivers are expected to arrive on time every morning, drive slowly on campus and in the vicinity of school (10 mph), and enter the building as soon as they arrive on campus. Speeding, texting while driving, or any other form of reckless driving, may result in a loss of driving privileges on school grounds. High school students and siblings of drivers are the only students who may ride with another student without parent permission. **According to the Code of Conduct, transporting another student off school grounds during the school day without permission will result in a loss of driving privileges for the remainder of the school year.**

Drivers may not return to their cars during the school day without specific permission from an administrator. Any vehicle parked on school grounds must be free of any objectionable bumper stickers or adornment. Failure to comply with these expectations could result in a temporary loss of driving privileges. Persistent problems could lead to a loss of privileges for the remainder of the school year.

Discovery and Subsequent Programs

Discovery

The Providence School is a school which fully supports the Discovery Program. Discovery teaches students and staff about treating one another with dignity and respect. There are six major units in the Discovery course; they are: 1) effective group skills and team building; 2) anger management; 3) transactional analysis; 4) assertiveness training; 5) problem solving; and 6) conflict resolution. In addition, students are required to complete a writing piece and a role play situation, participate in therapeutic games, participate in a service learning project, pass the final exam, as well as step into the circle. ***Students at TPS must pass Discovery before beginning academic work.***

The only exception is for seniors with 21.5 or more credits who do not need any electives; however, these students will be expected to complete the first unit of a self-guided Discovery course in order to be familiar with Discovery language and practices. If an incoming senior needs electives, we may require that student to take Discovery because the business world tells us high school graduates need the skills taught in Discovery.

New Discovery students will have a limit of two attempts to pass the course; after two failed attempts a committee of staff members will meet to discuss each individual student's academic placement.

High School students who pass Discovery have the potential to earn 1 ½ credits; students will receive one-half credit at the end of the course upon successful completion, and the second half-credit upon "living Discovery" throughout the school year. Students will also have the opportunity to receive an additional elective half-credit during Discovery. **Passing Discovery is not the end of using it; we expect all staff and students to continue "living Discovery" at all times.** Circle-ups, process points, the focus room, and the principles taught in Discovery will be used throughout the school. We host a Discovery Graduation to honor those who pass this difficult course. This is a special celebration we hope all families will attend.

Students who cause persistent, major disruption to the culture at TPS, and resist using Discovery skills to get along with others, will be recommended for the Delta class, 180, alternative placement, administrative hearing, or sent before the Board of Education for expulsion.

Focus Room

A middle school student is assigned to a focus room when they have received a total of four redirects in one class, when they have had a total of eight or more redirects in one day, or when they refuse to respond appropriately to a redirect.

A high school student is assigned to a focus room when they have received a total of four redirects in one day or when they refuse to respond appropriately to a redirect. We do not consider a focus room a disciplinary action; in fact, they are designed to keep a student from escalating to the point of needing major interventions.

Students who cause persistent, major disruption to the culture at TPS, and resist using Discovery skills to get along with others, will be recommended for the Delta class, 180 Program, alternative placement, administrative hearing, or sent before the Board of Education for expulsion. Focus room visits are not automatically reported to outside agencies such as the court or the Department of Juvenile Justice (DJJ). When a student complies with focus room procedures, we view it as a serious attempt to work on behavior issues. However, if an officer of the court or a worker asks about recent behavior, the number of focus room visits may be shared.

Delta

During the time between the Discovery classes we offer the Delta program for students who are not living Discovery and have failing process points. During their stay in Delta, students will spend a great deal of time working on their Discovery skills. They will continue to do academics, although they will be doing them in individual packets and/or computer-based courses.

Student Behavior

Students who exhibit misconduct are subject to a variety of discipline consequences based on the severity of the offense. It is important to note that discipline policies are in effect during the time students are on campus for instructional or extracurricular events and at any activity that is related to our school that takes place off campus (athletics, music, field trips, bus, etc.).

The initial step in teaching self regulation is our Discovery program. Please see the section of this handbook on Discovery for more information.

Referrals

When students violate rules, they receive consequences. If a student commits a violation, the teacher will complete a behavior incident referral as soon as possible and send it to an

administrator. If the behavior prevents the student from remaining in class, s/he will be asked to sit in a designated location until an administrator can see him/her. Students waiting to see an administrator will not be allowed to sit in the lobby, if at all possible. The administrator will follow due process (the student is given a chance to explain his/her side of the incident, witnesses may be interviewed, and the student is given a written explanation of the discipline charges). Any disciplinary action requiring a student to stay after school, or to leave school, will require a parent to be contacted. Parents will be given at least one day's notice before an after-school detention. **Out-of-school suspensions are avoided if at all possible.** We believe suspended students rarely benefit from the experience. Serious infractions such as extreme disrespect, fighting, drugs, or weapon violations will result in suspensions per the Jessamine County Code of Conduct. Upon a tenth (10th) discipline referral, students may be subject to an administrative hearing, which is an intervention meeting held with the student, parent/guardian, school and district staff to determine options and interventions.

We believe in "Redemptive Discipline" at Providence. We maintain discipline practices designed to resolve conflict, restore justice, and maintain effective student-student, student-staff, and staff-staff relationships. It is not productive for conflicts or acts of disrespect to sever working relationships. The Discovery culture demands we use all six areas to resolve conflict, maintain relationships, and personally strengthen and prepare each student to be contributing members of society and positive culture changers. With this belief, administrators use mediations, apologies, acts of service, and acts of kindness to mend broken relationships and right injustices. At administrator discretion, alternative and restorative forms of discipline may be used when deemed necessary for violations of Jessamine County Code of Conduct.

Bus Behavior

The Jessamine County School District provides bus transportation for all students. However, bus transportation is not a right; it is a privilege for those who conduct themselves in a safe manner. All Code of Conduct rules, as well as Discovery principles, apply on the bus. Students are expected to be respectful and behave appropriately in order for the driver to focus on driving and not on supervision. Students may lose the privilege of bus transportation based on the severity of the offense or an accumulation of offenses.

Dress Code

Students at TPS will follow the dress code outlined in the district's Code of Conduct. The only exception is that students are allowed to wear hats as long as the following conditions are met:

- Students will remove hats anytime they go into a public place where wearing a hat is considered inappropriate by staff.
- Students have no major or frequent problems over hats.
- Designs, writing or images placed on hats meet the same standard of appropriateness as clothing items.

We consider our school to be a professional environment for students, and expect them to be dressed as they would in most public jobs. This list does NOT include all possible dress code violations, just the ones most frequently violated. The responsibility for dressing in a manner consistent with policy belongs to the student and his or her parent/guardian.

Students may not wear:

- Clothing advertising tobacco/alcohol companies or drug use in general
- Clothing offensive to any group of people (i.e. ethnic, LBGTQ)
- Clothing that promotes violence against others or vulgarity
- Any article of clothing which could be perceived as being gang related
- Inappropriate necklines on tops/dresses
- All shirts/tops must have sleeves, belly shirts are not allowed; a student's shirt should either be long enough to tuck in or to cover the belt (waist-band) of their pants/skirt/shorts. Students are not allowed to wear muscle shirts or A-line undershirts.
- Shorts/skirts which are too short (generally more than 4 inches above the knee)
- Pajama pants
- Yoga pants, leggings, jeggings, spandex or any body-hugging pants
- Pants/shorts/skirts must cover underwear and backside at all times regardless of movement
- Footwear must be worn at all times, house shoes/slippers/shoes without soles are not permitted

Exceptions to the above examples:

- School/district athletic team shirts are permissible (i.e. archery, trap shoot teams)
- Yoga pants, leggings, jeggings, spandex or any body-hugging pants can be worn with a shirt that appropriately covers the student's front and back

Accessories

- No dangerous jewelry such as dog collars, fish hooks, wallet chains, belt chains, or spike jewelry, etc. are permitted.
- Sunglasses are not to be worn inside the building unless ordered by a physician.
- No oversized jackets or trench coats are to be worn inside the building during the day.
- Offensive tattoos must be covered.
- Blankets, sheets and pillows should not be brought to school.

Enforcement

Students who are in violation of any portion of the TPS dress code should be first reported to the appropriate high school or middle school team leader before referring them to school administration.

The school administration shall have the right to evaluate any clothing to determine its appropriateness within the guidelines of the dress code. Administrators shall also have the right to make an interpretation on the decency and appropriateness of any garment. Administrators, teachers, and other support personnel are responsible for enforcing the dress code.

Consequences

Students who are out of compliance with the dress code will be asked to change into something appropriate when notified of a violation. Appropriate replacement clothing items should be brought to the school by a parent, guardian or supporting adult. TPS may have appropriate clothing items or hat the student can borrow to meet the dress code, but this is not guaranteed and is subject to availability. School supplied clothing and hats must be returned at the end of the day; students must exchange their inappropriate clothing for the borrowed item. Students

who refuse to change clothes, continue to sag pants or remove inappropriate items may be assigned One Way and/or sent home when deemed appropriate by school administrators. If One Way is not available, student will stay with team leader until clothing is changed or someone arrives with replacement. If student does change or adjust clothes, but changes back throughout the day (without permission), student will be placed in One Way (or with team leader) the remainder of the school day and receive a discipline referral for defiance. Students who consistently violate the dress code will receive disciplinary action reflecting this repeated defiance of authority. Any clarification regarding apparel's appropriateness should be obtained from the school administration PRIOR to wearing the apparel to school.

Cell Phones, Video Games, Personal Electronics and Other Hand-held Devices

Schools can require students to turn in these items each morning and pick them up in the afternoon. We allow students to keep their electronic devices as long as they do not have them out or turned on during the school day. If a student has their device out or is using it during the day, it may be taken away from the student and locked up in the classroom or turned into the office for safekeeping. At the end of the day, these items will be returned to students. Students that consistently violate this rule will receive disciplinary action which might include a daily search and seizure of the device; a parent must then come to school to pick up the device. Students who routinely abuse the cell phone policy may have to pay a \$10.00 fee to get the phone back. **Students assume all risk for these items; loss, theft, or damage of them will not be handled through the school's administration.**

During the 2019 fall semester TPS administration will be collecting and analyzing data surrounding the authorized and unauthorized use of electronic devices (cell phones, etc.). Based on that data, TPS administration reserves the right to change the electronic device policy beginning in January of 2020. These changes could include the banning of all student electronic devices at TPS.

Harassment, Discrimination and Bullying

As stated in our belief statements, the staff at TPS believes all people have value, dignity, and worth. Therefore, we have no tolerance for behavior meant to degrade another person. Each act of harassment or bullying is considered serious, and will be subject to disciplinary action. Harassment can be defined as persistent, malicious teasing, intimidation by threats of or actual physical violence; the creation, by whatever means, of a climate of hostility or intimidation, or the use of language, conduct, or symbols in such a manner as to be commonly understood to convey hatred, contempt, or prejudice. Bullying can be defined as actions intended to cause others to feel socially excluded, sexually harassed, or frightened. These actions include mean teasing and sketching or drawings of a violent, sexual, or otherwise inappropriate nature.

Sexual Harassment includes any unwelcome behavior of a sexual nature that interferes with the life of the targeted individual(s); it is unsolicited and non-reciprocal. It includes the use of sexist terms, comments about body parts, sexual advances, electronic distribution or possession of sexual or nude photos, unwanted touching, gestures, taunting, sexual graffiti and rumor mongering about someone's sexual identity or activity. Sexting or using a cell phone or other personal communication device to send texted or email messages or possessing texted or email messages containing images reasonably interpreted as indecent or sexually suggestive while at school or at school related function is also considered sexual harassment. Generally, any

behavior of a sexual nature that provokes undesirable, uncomfortable feelings in an individual or individuals can be considered harassment. Repeated sexual harassment is a form of bullying (see Section 4- Anti-Bullying Bill). (Section 09.42811 of Jessamine County's Board Policy Manual).

Harassment, intimidation, bullying, or threats that occur via internet, email, or other computerized application, even from home, when it causes a disruption to the educational process will be dealt with as a school violation.

Verbal warnings may be issued by a teacher for first-time offenses that are considered "inappropriate language" which could be interpreted as harassing or bullying if used repetitively. However, if a student persists in using inappropriate language and/or directs it at another student, the following continuum of consequences begins.

- Lower Level Offense
 - o This might include generic name calling (sexual terms, racial terms, etc.), gestures, and possibly jokes.
 - o Possible consequences might include an apology to the person, parent phone call, after school detention, or One Way.

- More Serious Offense
 - o First offense- Consequences could include after school detention, One Way, and/or parent contact.
 - o Second offense- a 3-day assignment to One Way.
 - o Third offense- 1-day suspension
 - o Fourth offense- 2-day suspension
 - o Fifth offense- 3-day suspension
 - o Sixth offense- Student may be recommended to the Board for expulsion.

In addition to disciplinary action, in cases dealing with cell phones-- the phone will be confiscated and students should be aware that any suspect images which may violate criminal laws will be referred to law enforcement authorities.

Search & Seizure

The 4th Amendment of the United States Constitution protects all citizens against unreasonable search and seizure. However, there is a distinction between searches of a student's person and those which involve desks, lockers, and other items that belong to the school system making school officials legally responsible for these items. Permission to search these items does not have to be obtained from the student. According to Jessamine County policy, a student is asked to grant permission for a search to be conducted of their person or any personal belongings such as a coat or bag. If a student refuses to grant permission for the search, then the administration at TPS will immediately contact parents/guardians as well as law enforcement. The following guidelines will be used to help guide the decision-making about searches of students and their personal belongings:

- there will be no indiscriminate searches.
- there will be no strip searches.

- searches may be conducted by law enforcement, parents, the administration or acting administration of TPS.
- two certified staff members will be present.
- searches will be conducted only when there is reasonable suspicion a student is potentially committing a serious Code of Conduct violation (for example- weapons or drugs).

Metal Detectors

The staff at TPS reserves the right to utilize a metal detector any time they have reasonable suspicion. In addition, any student who has brought a weapon, or any item which could be used as a weapon, to any school in the past, will be checked at the discretion of the staff. The staff also reserves the right to periodically perform random searches with metal detectors as students enter the building.

Detention

After School Detention is a discipline consequence that will be held at TPS at least one day a week. Should the TPS staff identify a need to increase the number of days we hold detention, more will be added. Detention is usually assigned for skipping class but can be used for other violations also. The school does not provide transportation for students who have been assigned detention so parents will need to arrange to pick their student up after detention ends. Parents will be notified in advance if their son or daughter has been assigned detention so they have time to make transportation arrangements.

One Way/OCS

One Way is a discipline consequence which is an alternative to suspension. One Way is available for all secondary students in Jessamine County. We hope to reduce the need for suspending students to home with the use of focus rooms, after school detention, and assignments to One Way. Students who are assigned to One Way are expected to complete their regular classroom assignments in addition to any work the One Way teacher may assign. Students that do not have work from their classroom teachers will receive assignments from the One Way teacher. Students are expected to do this work and teachers are expected to give students a grade for it. Compliance with the rules of One Way is expected and will be necessary in order for a student to return to his/her regular classroom.

Academic Policies

Credits and Classification

Freshman – up to 5 credits
Sophomore – 5 ½ to 11 credits
Junior – 11 ½ to 17 credits
Senior – 17 ½ - 26 credits

Students must have 26 credits (specific requirements/electives) in order to graduate, as well as meet other requirements as set by the Board of Education. Furthermore, a student will be considered a “graduate” as soon as he/she has earned the required credits and requirements; however, students are strongly encouraged to return to the graduation ceremony at TPS and/or their sending school. It is the student’s responsibility to contact their sending school for graduation information.

Standards-Based Grading (SBG)

The Jessamine County School District is a Standards Based Grading district. SBG measures a student’s progress against known and established milestones, not against how well their classmates are doing.

Grading Policy

Assignments are graded according to how well a student demonstrates understanding of mastery of the related standard based on the grading rubric for that standard. The understanding of mastery is scored on the following 4-point scale:

| | |
|---------------------|---|
| Mastery | 4 |
| Approaching Mastery | 3 |
| Partial Mastery | 2 |
| No Mastery | 1 |

Weighted Grades

| | |
|------------------|-----|
| Summative Weight | 70% |
| Formative Weight | 30% |

Scores of 3 and 4 meet a standard. Scores of 1 and 2 do not meet a standard. While this scale and category percentages are universally used at TPS, the teacher of record has discretion in the retake policy.

Assessments

Formative assessments, shorter learning checks used to gauge student progress will be weighted 30% of the student grade. Summative assessments, longer learning checks used to

gauge overall student mastery, will be weighted 70% of the student grade. All students must score a 3 or a 4 on the summative assessment to have mastered that particular standard.

Remediation

Students will have opportunities to receive remediation on non-mastered content and earn the right to retake assessments on any standards on which they would like to improve. One opportunity to receive remediation will be during the Tier 2 Flex time allotment each week at the High School. The middle school will provide tier 2 remediation as needed based on student data.

Make-Up Work for Missed Days

District Board Policy - Page 8, Section J. Opportunity for make-up work will be given for all absences. It is the responsibility of the student and parent to contact the designated staff person about make-up work. Students may be assigned different assignments in order to make up missed grades.

Determining a Final Score on Standards

For secondary students, there are additional steps to reaching a final grade. To determine the final grade for the class, a secondary student's scores on all power standards assessed are averaged together. (All scores are added together, then divided by the number of standards) That number is converted to a letter grade based on the chart below.

Any class with JCS developed power standards must cover all of those power standards. Any class without defined power standards or any elective must cover at least 10 standards.

| Grade Equivalent | | Letter Grade |
|-------------------------|------|---------------------|
| 3.50 | 4.00 | A |
| 3.00 | 3.49 | B |
| 2.30 | 2.99 | C |
| 0.00 | 2.29 | F |
| | | I |

A teacher can input a letter grade 'I' at the end of a class if the student did not master enough standards to average a C. Amending the grade from 'F' to 'I' indicates that the student only needs to demonstrate mastery on 1 or 2 standards to move from failing the course to passing the course. By moving the grade from 'F' to 'I' the teacher agrees in principal to providing the student with learning and assessment opportunities the following semester to raise the overall course grade. The teacher takes sole responsibility for the course work required. Failure of a student to demonstrate mastery in the following semester will require the grade be amended from an 'I' to an 'F.'

The semester following an 'I' grade, the teacher of record will report the mastery of the necessary standard(s) to the appropriate counselor for transcript and grade amendment. Any

amendment must be finalized and communicated to the appropriate counselor prior to the final week of the semester.

Any student receiving an 'I' grade will be informed of the change from 'F' to 'I' by the teacher of record no later than the end of the first week of the following semester.

Earning Credits for High School Students

TPS high school students earn credits in two possible ways.

1) Students in teacher-taught courses must complete work to 80% mastery or average greater than a 3 on all scored assignments if the class uses standards based grading (SBG). Students in these courses will be asked to correct an assignment if the first grade is below 80%, a 3 for SBG, or complete an alternative assignment. 2) Students with a final course grade of 64%, a 2 (SBG), or lower will receive an "F" for that class and will have to retake the class. Students that have an "I" will have one semester to bring that up to a passing grade.

NTI Days

The goal of this initiative is to provide students with rigorous and relevant work and activities for students at home during snow or other emergency days and reduce the number of make-up days students and staff must complete at the end of the year. Before the threat of bad weather occurs, each teaching team will send work home that should provide students with enough work to last at least one instructional week. Students must complete this work and turn it in to the sending teacher upon their return to school.

Student & Parent Handbook Contract

As a student of The Providence School in the school year 2019-2020, I sign this contract to agree I will abide by the expectations described within this handbook. If I fail to meet these expectations for any reason, I understand I will receive an appropriate consequence for each violation. Unwillingness to accept consequences will jeopardize my current placement at TPS.

As a parent or guardian of a young person attending The Providence School, I agree to expect my son/daughter to meet the expectations contained within this handbook. Furthermore, if problems should arise due to my son's/ daughter's unwillingness to cooperate, I agree to meet with school personnel in an attempt to resolve the conflict.

By signing this contract, each person acknowledges their part in making TPS a school where learning is not only possible, but expected, for all students. Unsafe conditions do not provide an environment effective for learning. Furthermore, each signature below states that the handbook has been read and that each party agrees to abide by the rules and expectations outlined in the handbook.

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

Title I Compact
The Providence School
2019-2020

It is our belief that student performance will improve as a result of our cooperative efforts to support this compact. This is a three-way partnership with a specific goal in mind: increased student achievement.

Parent Commitment

- Ask your children about school work daily.
- Be available to assist at home or school.
- Sign and return all papers requiring a parent or guardian's signature.
- Encourage positive attitudes toward school.
- Require regular school attendance and provide documentation when student is absent
- Attend parent-teacher conferences.
- Attend school-wide events.
- Be responsible for updating emergency information.

Student Commitment

- Use Discovery skills daily.
- Attend school regularly.
- Clarify and validate by asking the teacher any questions about the work.
- Take home materials and information needed.
- Turn work in on time.
- Return any signed forms in in timely manner.
- Respect the personal rights and property of others.

Teacher Commitment

- Provide quality instruction and leadership.
- Focus on meeting the needs of the whole student.
- Intentionally embed Discovery into every minute of every day emphasizing the connections to core content and real-life.
- Differentiate lessons to ensure all students have access to presented information, intentionally connecting learning with real-life applications.
- Teach rigorous lessons bell-to-bell.
- Give corrective feedback and instructional follow-up.
- Recognize that students are accountable for every assignment.
- Communicate process points and academic progress to students and their parents.
- Respect cultural, racial and ethnic differences.
- Keep accurate records of student achievement.
- Provide parents with reasonable access to staff, volunteer/participation opportunities, and observation of classroom activities.

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____