

# TIMES<sup>2</sup> STEM Academy

## Community Handbook

### 2019-2020



***To Improve Mathematics, Engineering & Science Studies = TIMES<sup>2</sup> STEM Academy***

50 Fillmore Street

Providence, RI 02908

Telephone: (401) 272-5094 Fax: (401) 272-0555

[www.TIMES2.org](http://www.TIMES2.org)

*\*Please note that changes to the handbook will have to be approved by the Times<sup>2</sup> STEM Academy Board of Directors.*

## Mission

The mission of TIMES<sup>2</sup> Academy is to develop intellectually curious and capable young people who are selfless contributors to both local and global communities, and who aspire to be ethical and compassionate leaders. Through a rigorous and innovative academic program in math, science, and technology, in combination with the liberal arts, TIMES<sup>2</sup> STEM Academy affords its diverse student population those experiences, skills, and values that will prepare them for purposeful contribution in higher education and STEM-related fields.

## School-Wide Academic Expectations

Children become life-long learners through daily exposure to opportunities that encourage curiosity, self-direction, creativity, and critical thinking. Listed below are our academic, social, and civic goals for all students of TIMES<sup>2</sup> STEM Academy.

### Academic Expectations

- **Communication** – Express ideas clearly through verbal and written communication.
- **Literacy** – Read, decode, comprehend, synthesize and analyze, critique and reflect upon numeric and written information gathered from a variety of sources.
- **Technology** – Be capable of and comfortable with manipulating instruments of technology, math, and science.
- **Interdisciplinary Learning** – Connect ideas between and among all disciplines and subjects inside and outside of the classroom.
- **Critical Thinking**– See and understand the relationships of different types of knowledge and how to use them to solve current and future learning dilemmas.

### Social & Civic Virtues

- **Respect** yourself, others, school property and the contributions of diverse populations (language, culture, ethnicity, etc.)
- Take **responsibility** for your actions, words, and work, in and outside of the school.
- **Cooperate** and **collaborate** with others.
- **Find non-violent solutions** to school, community, and other social problems.
- **Express** yourself in a constructive manner and be receptive to feedback.

### Civic Goals

- Develop as a well-rounded, contributing member of society clearly acknowledging one's role and the experience and knowledge that others bring to the community.
- Understand the democratic process of our country and be able to use it to advocate for change when needed.
- Establish goals that are community-based as well as personal and follow through with them.

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# Providence School District Academic Calendar 2019-2020

## 2019-2020 Providence Public Schools

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July	
4	Independence Day

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January	
1	New Year's Day
2	School Resumes
20	Martin Luther King Jr. Day
29	End of 2nd Quarter

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August	
12	Victory Day
29	Teacher Orientation and Professional Development

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

February	
4	Report Cards Available
17	President's Day
18	President's Day

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September	
2	Labor Day
3	First Day for Students
30	Rosh Hashana

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March	
11	Professional Development Day - No Students

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October	
1	Rosh Hashana
9	Yom Kippur
14	Columbus Day

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April	
3	End of 3rd Quarter
9	Report Cards Available
10	Good Friday
13-17	Spring Recess

November 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November	
6	Professional Development Day - No Students
11	Veterans Day Observed
12	End of 1st Quarter
19	Report Cards Available
28	Thanksgiving
29	Thanksgiving Recess

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May	
25	Memorial Day

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December	
23	Winter Recess Begins
24	Christmas Eve
25	Christmas Day
31	New Year's Eve

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June	
17	Last Day/End of 4th Quarter & Report Cards Available
18-24	Weather Make-Up Days

= No School

= No School/Voluntary PD

### MAJOR RELIGIOUS & CULTURAL HOLIDAYS

Aug. 11* .....	Eid al-Adha	Jan. 6 .....	Three Kings Day
Sept. 30-Oct. 1 .....	Rosh Hashanah	Jan. 25 .....	Lunar New Year
Oct. 9 .....	Yom Kippur	Feb. 26 .....	Ash Wednesday
Oct. 27 .....	Diwali begins	April 9-16 .....	Passover
Nov. 28 .....	Thanksgiving	April 10 .....	Good Friday
Dec. 23 - 30 .....	Hanukkah	April 12 .....	Easter
Dec. 25 .....	Christmas	April 19 .....	Orthodox Easter
Dec. 26 - Jan. 1 .....	Kwanzaa	April 24* .....	Ramadan begins
Jan. 1 .....	New Year's Day	May 24* .....	Eid al-Fitr

\*Estimated

# Times<sup>2</sup> Personnel Directory

## Administration:

Gail Keith	Principal, Elementary K-6
Christina Robinson	Principal Middle/High 7-12
Andrew Lay	Dean of Academics K-12
Matthew Petersen	Director of Behavioral Services
Julie Panton	Social Worker

## Faculty and Staff:

Jennifer Aguiar	ESL/Reading Specialist 7-12
Anthony Alejandro	Assistant Sports Community Liaison
Georgina Alvarez	Elementary Community Liaison
Ajibola Ashamu	Technical Services Assistant
Daria Baccari	Grade 6 Math
Renee Barreira	Grade 4
Bill Bennett	Tech Services Specialist
Darlene Bickham	Kindergarten
Jane Brell	Grade 6 Social Studies
Lisa Brodeur	Grade 5
Vernon Brown	Grade 7 Social Studies
Jane Bryson	Grade 8 Math
Alicia Caito	Math Specialist K-6
Rachael Cassidy	Nurse K-12
Nita Childress	Grade 9 & 11 Math
Fred Conery	Grade 3
Tracey Colangelo	Resource 5-8
Marianne Connor	Data Analyst
Kristin DeCataldo	Kindergarten
Jillian DeFusco	Grade 3
Mike DiMucci	Art K-8
Maureen Farrell	Grade 7 Science
Kathy Field	Grade 1
Chris Fisher	Grade 9 & 11 Science
Mark Fontaine	Grade 9 & 10 Science
Amy Frazer	Grade 8 English



Tracie Gagnon ..... Grade 4

Cheryl Galloway ..... Admissions Coordinator

Karen Garnett ..... Grade 3

Judy Genao ..... Middle/High Community Liaison

Domenic Herard ..... Grade 10 & 12 Math

David Hurd ..... Grade 9 Science

Kimberly Jimenez ..... Elementary Administrative Assistant

Charles Johnson ..... Grade 10 & 11 Social Studies

Alexandra Kerfoot ..... Grade 2

Tracy Kerfoot ..... Grade 1

Allan Lester ..... Grade 5

Robert Leylegian ..... Grade 9 & 12 Math

Toby Liebowitz ..... Resource K-4

Khori Lopes ..... Grade 10 & 12 English

Maggie Lopes ..... Grade 6 Science

Iris Lopez ..... Cafeteria

Christopher Love ..... Sports Community Liaison

Michelle Manning ..... ESL/Reading Specialist K-6

Jason Markham ..... PE/Health K-12

Jon Marz ..... PE/Health K-12

Julie McLemore ..... STEM K-6

Lori Meek ..... Grade 9 & 12 Social Studies

Lesley Miller ..... Grade 7 English

Jose Molina ..... Custodian

Rosemary Moronta-Difo ..... Language 9-12

Elizabeth Morris ..... Grade 8 Science

Linda Mousseau ..... Finance and Operations

Armando Munoz ..... Custodian

Nicole Murray ..... Grade 2

Victor Ortego ..... Custodian

Richard Partelo ..... Music 7-12

Rhamanya Perry ..... Cafeteria

Adelso Porras ..... Custodian

Andrya Saran ..... Grade 5

Lindsay Scott ..... Grade 2

Pauline Scott ..... Grade 6 English

Jillian Sevigny	ESL/Reading Specialist K-6
Nonetta Shatakhtsian	Music K-8
Peter Smith	Resource 9-12
Jeff Springsteen	Grade 1
Jill Troiani	Kindergarten
Edwidge Victor	Language 9-12
Monique Walmsley	Grade 4
Marilyn Wilson	Cafeteria
Angela Wynkoop-Bernard	Grade 9 & 11 English

# Academics

## High Standards

TIMES<sup>2</sup> STEM Academy maintains high standards for all its students. In grades 6-12, we consider any grade below a C- (70%) failing. In grades K-6 students are measured in conjunction with the Common Core Standards, and Next Generation Science Standards.

## Graduation Appeals Process

After the Graduation Committee led by the Guidance Counselor reviews and assesses each high school student's graduation portfolio and Senior Capstone project, via the appropriate rubrics, any student who is judged non-proficient in meeting the high school PBGR system can appeal to the Principal of the Middle-High School. The Principal of the Middle-High School will in turn review the individual student's state assessment participation, coursework, Senior Capstone, graduation portfolio, and any additional work/evidence to determine whether the student meets proficiency standards and will graduate that year or spend an additional year meeting all standards. Any appeal must be documented on the appropriate form and submitted at least 30 days before the date of graduation. Appeal forms can be obtained from the main office upon request. Further appeals may be made to the Executive Committee of the Board of Directors.

## Responsibility for School Property

At the end of each academic year, all students with outstanding financial obligations (unreturned books, technology, lab materials, calculators, etc.) will be presented with an invoice for immediate repayment. Seniors will not receive Cap and Gown or official transcripts until all obligations are met.

## Homework

In the same way that tests and quizzes can assess a student's performance, homework is a daily or regular type of assessment as well. Homework reinforces class work through practice, to get students ready for the next lessons, and to teach them to work on their own. Homework assignments may vary with each teacher and with each grade. Be sure to confer with your teacher to understand what their homework expectations are for you.

Students must develop good study habits in order to achieve academically at TIMES<sup>2</sup> STEM Academy. Homework is credited to each student's grade and can count for as much as 20% of an overall grade. All students should expect at least one to two hours of homework each night. Nevertheless, homework assignments may vary with each teacher. Students and parents can access homework assignments online via the Skyward link on the school's Web page for students in Grades 7-12. If parents need additional information, they can call any teacher and leave a message.

## Make-up Work

Any student who has missed assignments due to an excused absence should arrange with the teacher in order to complete assignments. Parents must contact their child's teacher in order to retrieve assignments missed during extensive absences, if approved.

## Promotion

- Promotion at TIMES<sup>2</sup> STEM Academy is based on evidence of performance and academic achievement. Standards for performance and exit outcomes are defined for all students. Students are assessed with rubrics that clearly describe the criteria to meet the standard for achievement. In this way, students are aware of instructional goals and standards for achievement. Upon completion of the work assessed, students receive meaningful specific feedback about their level of achievement and areas in need of improvement. If a student is not making enough progress toward the exit outcomes and demonstrating achievement, academic support is available during the school day and through after-school programs.
- Though academic support is provided, students are responsible for demonstrating a willingness to perform and for achieving the level of skill and knowledge needed for promotion. Students who are demonstrating effort yet who are not making academic progress might need an additional year to meet the standards and exit outcomes for a division.
- Students in grades K-6 who may be struggling academically will be reviewed on a case by case basis through the Teacher Support Team (TST) to determine promotion or retention.

## Role of Advisory Leaders (grades 7-12)

- Advisory leaders are teachers and staff members who meet with small groups of students in order to facilitate each student's attainment of TIMES<sup>2</sup> Academic, Social, and Civic goals.
- Grade advisory leaders will be informed of disciplinary and academic information concerning the students assigned to them. Leaders in the high school will be specifically responsible for tracking each student's progress toward achievement of their Proficiency Based Graduation Requirements (PBGRs).
- Advisory leaders will be able to make academic referrals to the appropriate administrator as well as to serve in a communication role with parents and guardians.

## Promotion Requirements for Students

- (6-12) Students need to receive a passing grade of 70% or higher for the year in all subject areas in order to be promoted to the next grade.
- If a student (7-12) fails any class, they will be on Academic Probation until the next marking period. Academic Probation means that he/she will not be able to participate in non-academic extracurricular activities.
- Students who fail one or two of their core subject areas will be required to participate in and successfully complete an approved District/Local summer school program.
- Students who fail three or more core subject area courses for the year will be retained at their current grade for the following year.

## PPSD High School Promotion Requirements

Grade level classifications Determinations about student progression shall be made on an ongoing basis and must include any courses successfully completed through summer school and district administered credit recovery programs.

**Ninth grade promotion:** In order to be promoted from ninth to tenth grade, students must have earned a minimum of five credits.

**Tenth grade promotion:** In order to be promoted from the tenth to eleventh grade, students must have earned a minimum of 10 credits.

**Eleventh grade promotion:** In order to be promoted from eleventh to twelfth grade, students must have earned sixteen credits, including two core English Language Arts and two core Math credits.

## TIMES<sup>2</sup> STEM Academy High School Promotion Credit Requirements

Classification	Grade	Minimum # of Credits	Completion Requirement
Sophomore	10	5	English 9, Algebra I or higher math
Junior	11	11	English 10, Geometry
Senior	12	17	English 11, 3rd year math

*\*Credit and promotion requirements are applicable for 2019-2020 incoming ninth grade students.*

## Proficiency Based Graduation Requirements (PBGR)

TIMES<sup>2</sup> STEM Academy (T<sup>2</sup>) students will reflect their readiness to graduate from T<sup>2</sup> by demonstrating proficiency through four (4) measures: 1) Satisfactory completion of all credits attempted (with a minimum of 24 required), 2) All students are required to take the SAT, 3) Comprehensive Portfolio, 4) Senior Capstone

### Credits

Students will pass (with 70 or higher) all attempted credits (with a minimum of 24).

### Comprehensive Portfolio

1. Students will create a presentation representing proficiency in each School Wide Academic Expectations (SWAE). Each of the following content areas needs to be represented/considered in the chosen entries: Math, ELA, Science, Social Studies, the Arts, and Technology. Advisors will oversee the process.
2. Students will select proficient evidence based on teacher/advisor approval. Each piece of evidence

must be assessed PROFICIENT using a school-wide rubric.

3. Teachers' syllabi will explicitly guide selection of evidence (teachers will code syllabi for SWAE worthy assignments).
4. Students will present portfolios to a panel of teachers, students, parents, and community members to demonstrate proficiency in all (5) SWAEs based on a Graduation Portfolio rubric.

## Senior Capstone

A capstone project should be a multi-month research or outreach project that is related to the student's community. If the project is research based, the student should conduct a thorough literature search, conduct authentic research that utilizes appropriate research methodologies for their area of research, compile and analyze their data (including appropriate statistical analysis), present their data to experts, adequately defend their conclusions, and make well-reasoned connections to their community.

If the project is outreach-based, the student should thoroughly research the issue they wish to address, meet with experts in the field of interest, create an educational campaign to highlight the cause. Immerse themselves in the environment for multiple months, create a presentation for the appropriate members of the community, and make well-reasoned connections to their community.

Capstone will be evaluated by appropriate members of the TIMES<sup>2</sup> STEM Academy community. The process will be evaluated through the dual lenses of: Is the depth and breadth of the project worthy of being awarded Capstone status? Did the student adequately tie their project to their community?

Students may choose to use their science and engineering project as their Capstone project. These evaluations will occur at the time of the school fair. Students who are unsuccessful at the school fair will have until February to meet with their evaluator, improve their project, and re-present to a panel. Students not using their project as their capstone can make individualized appointments for the proper evaluation of their project. After February all remaining Capstone projects will become the responsibility of Administration; Parent meetings will occur, and a project completion plan will be created.

# Academic Eligibility for Extra-Curricular Activities

## Athletics/Activities Academic Probation Contract

### Preamble

Times<sup>2</sup> students are expected to conduct themselves with integrity and demonstrate good character. Participation in extracurricular activities is a privilege and is not afforded to all students. This participation requires higher expectations from students, which includes academic achievement and attendance.

### Terms of Probation

A student may not participate in non-academic extracurricular activities if he/she has any failing grades. The student must arrange with the content teacher of record (and special educator if applicable) in order to receive support and/or a plan for improvement. The student may also be required to attend Saturday Academy. The Sports Community Liaison/ extracurricular-program leader will generate a Skyward report, every two weeks for progress monitoring. He/she will communicate with students, teachers, administration, parents, and coaches as to each student's eligibility.

A student may not participate in non-academic extracurricular activities, if the student is chronically (more than 10) tardy or absent. Excused absences are not factored in this determination. The Director of Behavioral Support will generate tardy and absence reports from Skyward and will communicate with students, teachers, administration, parents, and The Sports Community Liaison and assistant to student's eligibility.

### Academic Probation

- Students in grades 7-12 will be placed on academic probation at any point during the year if they fail any subject area or neglect to complete their required digital portfolio entry. Designation for academic probation will be determined during progress report time and quarterly report card time.
- Students in grades 7-12 who are placed on academic probation will be required to participate in extended-day academic interventions and/or Saturday Academy
- Parent conferences required and removal from all non-academic extra- curricular activities
- If students demonstrate reasonable progress towards proficiency, they may be removed from any required extended-day or Saturday Academy. The process for removal of a student from Academic Probation can be initiated by the student's teacher or advisor and must be approved by the Principal of the Middle-High School.

### Academic Discipline

Students in grades 4-12 may be assigned to mandatory academic support, after-school or Saturday detention for academic reasons.

***Any request to be excused from mandatory academic support (afterschool/Saturday) must be directed to the principal/teacher.***

## Textbooks

TIMES<sup>2</sup> STEM Academy provides each student with textbooks. Students are responsible for keeping up with their assigned books and maintaining them in good condition throughout the school year. Any damage beyond normal wear and tear, and any lost textbooks, replacement cost must be paid for by the student. All textbooks must always be covered, with either a book cover or paper covering.



# Policies and Procedures

## Definitions

Throughout this document, the terms “parent/s,” “guardian/s,” and “family/families” are used interchangeably and have the intended meaning to include any individuals who have legal custody of a minor student in the district. A glossary of terms is provided at the end of this document to help explain certain phrases and words.

## Arrival Times

### K- 6

Students in Kindergarten through Grade 6 should arrive no earlier than 7:15 a.m. Breakfast will be served until 7:55 at which time students will go directly to the gymnasium and sit with their classmates until they are picked up by their homeroom teachers. The instructional day will end at 2:15 p.m. with bus and parent pick-up between 2:20 and 2:30 p.m.

### Grades 7-12

Grade 7-12 students should arrive no earlier than 7:25 a.m. Breakfast will be served in the Middle-High School Cafeteria from 7:30 – 7:55 a.m. At 7:55 students will be able to go to their lockers in order to prepare for their school day. The students must be on time, seated, and quiet in their advisory beginning at 8:00.

## Dismissal Times

### K- 6

All students (K-6) will be dismissed at 2:15. Parents and guardians of elementary students who are not picked up by 2:45 will be subject to a supervision fee.

### Grades 7-12

All students (7-12) will be dismissed at 2:45. All other TIMES<sup>2</sup> students not attending supervised after-school activities need to have transportation arranged in order to depart campus no later than 3pm.

**STUDENTS WILL NOT BE ALLOWED RE-ENTRY IF THEY HAVE LEFT THE BUILDING FOR DISMISSAL.**

## After-School Program Protocols

Students who remain at school past dismissal times must be under the direct supervision of a TIMES<sup>2</sup>

faculty, staff member, or after-school program. These students may receive academic resources and support, participate in after-school activities, or remain after-school for disciplinary code violations. As a rule, all TIMES<sup>2</sup> after-school activities will end no later than 4:45 p.m. with the exception of sports and special activities

- Detention will be held after school Monday through Thursday from 2:45-3:45 p.m. Saturday Detention will be held from 10am - 2pm on designated Saturdays.
- Students staying for detention on Mondays through Thursday will be dismissed by 4:00 p.m. and must have transportation arranged in order to depart campus no later than 4:15 p.m.
- Students arriving for Saturday Detention must be present no later than 10:00 a.m. and must have transportation arranged in order to depart campus no later than 2:00 p.m.
- *-Any request to be excused from detention should be in writing and must be directed to and approved by the issuing authority.*
- Attendance will be required for students who have signed up or are assigned to after-school programs. Attendance will be submitted to administration by no later than 3pm on any school day by the staff member in charge of the activity.
- Parents who wish to have their child excused from a required after-school activity must submit a signed letter to the appropriate staff member in charge of the activity. These letters may be submitted the morning before the activity is to take place.

## Parking

There is no student parking in the staff lots.

## Absences

A parent/guardian must call or email the school if his/her child will be absent for the school day. This will assure the staff of the safety and whereabouts of the student. It is crucial for the school to know when a student will be absent prior to the start of school at 8:00.

**Main Office: : 401- 272-5094**

**K-6: [galvarez@times2.org](mailto:galvarez@times2.org)**

**7-12: [jgenao@times2.org](mailto:jgenao@times2.org)** Students who are absent for two days must have a note from a parent/guardian on the day of return. Students who are absent for three or more consecutive days must have a doctor's note on the day of return to school. If a student accumulates 30 unexcused absences in a full academic year, the student may be in jeopardy of not receiving credit for the missed courses or may not be promoted to the subsequent grade.

Reasons listed below will **not** count towards the total number of absences:

- Religious holidays or religious commitments.
- Illnesses of three or more consecutive days.
- Unique circumstances that are approved by the administration.
- Field Trips/Education Related absences

Students are accountable for any work they miss because of their absence. They must see the teacher for any work missed. They should also refer to the Skyward (Google classroom) link at [www.TIMES2.org](http://www.TIMES2.org).

The TIMES<sup>2</sup> STEM Academy encourage families to plan their vacation time during school breaks. To do otherwise could place the child's academic record in jeopardy. Teachers will not be responsible for assigning work to students who miss more than five days of class work due to family trips.

For your child's sake, please plan vacations accordingly so it will not negatively impact their learning and grades.

Attendance is required by state law. Consequently, students and parents who choose to ignore this requirement will be referred to the district attendance officer for action. Please note for all students: **Lateness will impact the learning and possible promotion for students should they become routine.**

### Tardies and Early Dismissals

We expect parents/guardians to schedule all appointments outside of school hours. If a student has an unavoidable need for early dismissal, the parent/guardian must notify the office prior to dismissal and either:

- Come to the school's main office and sign out the student, or
- If a student is 18, provide a note for the student stating the reason and the time for dismissal prior to the requested time, and a phone number where the parent can be reached. If the note cannot be verified, students will not be allowed to be dismissed.

Students in Middle School and High School will not be granted early dismissal after 2:15 p.m. except in the case of illness.

Students in grades K-6 will not be granted early dismissal after 1:45 p.m. except in the case of illness.

### Change of Address/Emergency Contact Form

Any student who has a change of address or a telephone number should contact the school immediately to notify the main office of the change or changes. The school needs current information on all students in order to keep families abreast of school information and in case of an emergency.

### School Closing/Delayed Opening

Providence Public School District officials, not school administration, decide whether to close or delay the

opening of schools. In the event of a delayed opening or school closing, radio and television stations are informed and announced by 6:30 a.m. The following stations are notified:

- 63 WPRO
- 92 PRO FM
- WJAR Channel 10
- WPRI Channel 12

If an unforeseen facilities emergency should arise, the school's administration will reserve the right to close the school to ensure student safety. Parents will be notified as soon as possible.

### Visitor Policy

Any person not directly affiliated with TIMES<sup>2</sup> STEM Academy (Grades K-12) including parents/guardians, must report to either the Reception Desk in the Elementary Wing or the Middle/High School Main Office upon entering the campus. A visitor's badge will be issued in the office and must be worn while in the school. Visitors must relinquish their government issued ID in order to visit the building. The Principal (or their designee) is empowered to act against inappropriate visitors, including suspended and expelled students, who enter the building, grounds and other TIMES<sup>2</sup> property. Parents who wish to visit the school and/or visit a class should contact the school to plan of time.

### Non-Discrimination Policy

TIMES<sup>2</sup> STEM Academy does not discriminate in providing services to children and their families based on race, gender, religion, sexual orientation, cultural heritage, political beliefs, marital status, national origin, or disability.

TIMES<sup>2</sup> Inc. does not discriminate based on age, race, gender, sexual orientation, handicap, religion, or national origin in its dealings with employees, students, the general public, applicants for employment, educational program, activities, or access to its facilities.

### School Nurse/Health Room

The school provides a nurse daily during school hours for students requiring medication disbursement and minor first aid. All required medications must be brought to the attention of the school nurse for proper dissemination through the parent/guardian. Please note that parents must bring medication and a written doctor's order to school; medication cannot be sent on the bus with the student. All updated medical records should be shared with the school to ensure the proper care for students' medical needs. Also, under no circumstances should students share over-the-counter medications with their peers. Note that the school

nurse may dispense over-the-counter medicine as well with prior parent consent.

Concurrent with the above procedures, complete physical exams and immunizations are required to enter kindergarten and 7th grade. An eye test is also required for kindergarten entrance.

## Emergency Drills

Throughout the year the school conducts fire drills, lockdown drills, and evacuation drills. Each drill is conducted throughout the K-12 school. Individual evacuation plans are posted in each room in the building. Students are to remain silent throughout the duration of the fire drill. Acting in a disruptive manner during a fire drill is a Class II Offense and will result in disciplinary action.

## Uniform Policy

It is expected that all TIMES<sup>2</sup> Academy students will be in their official uniforms each day. It is the parents' responsibility to make sure that students wear the official uniform to school.

**Please see school website for appropriate examples/ nonexamples.**

## Uniform Descriptions

### Elementary (K-6) School Uniform:

- Burgundy Polo shirts with the school logo
- Navy blue pants, jumpers, or skirts (all skirts must be knee length)
- All footwear must be entirely (100%) black, navy, or brown in color and cover the entire foot. This includes laces, soles, and logos. Slippers, flip-flops, sandals, or any open-toed style footwear are not acceptable.
- Black or brown belt in pants/skirts.
- Official school sweaters or sweatshirts with logo may be worn inside. Black or brown work boots are acceptable.
- Shorts are never authorized.

### Elementary (1-6) Physical Education Uniform:

- Grey T-shirt with the school logo.
- Navy blue sweat pants, jogging pants, or nylon pants
- Black Sneakers (non-marking soles)

### Middle School (7-8) Uniform:

- Light blue Oxford button-down shirts or blue Polo shirts with school logo
- Khaki pants and/or khaki skirts. All skirts must be knee length or longer.
- All footwear must be entirely (100%) black, navy, or brown in color and cover the entire foot. This includes laces, soles, and logos. Slippers, slides, flip-flops, sandals, or any open-toed style footwear

are not acceptable.

- Black or brown belt in pants/skirts.
- Official school sweaters or sweatshirts with logo may be worn. Black or brown work boots are acceptable.

#### Middle School (7-8) Physical Education Uniform:

- Sweat shirt or white T-shirts. No sleeveless shirts.
- Sweat pants, jogging pants or nylon pants.
- Black Sneakers (non-marking soles)

#### High School (9-12) Uniform:

- White Oxford button-down shirts with school logo or maroon Polo shirts with school logo. Ties/clip-ons are allowed.
- Khaki pants and/or khaki skirts (stretch pants and leggings are never allowed)
- All skirts must be knee length or longer
- All footwear must be entirely (100%) black, navy, or brown in color and cover the entire foot. This includes laces, soles, and logos. Slippers, slides, flip-flops, sandals, or any open-toed style footwear are not acceptable.
- Black or brown belt in pants/skirts.
- Official school sweaters or sweatshirts with logo may be worn. Black or brown work boots are acceptable.

#### High School (9-12) Physical Education Uniform:

\*To be worn ONLY during PE class, even if it is first period.

- Sweat shirt or white T-shirts. No sleeveless shirts
- Sweat pants, jogging pants or nylon pants
- Black Sneakers (non-marking soles)

#### Proper Wear of Uniform

- Shirts are to be buttoned throughout the school day.
- No headgear is to be worn at school including scarves, bandanas, head wraps, and/or 'doo-rags', except for religious observance.
- Shirts are always to remain tucked-in.
- Accessories such as cell phone holders, pocket wallet chains, chains of any kind, spiked bracelets, spiked belts or similar items are not to be worn at any time.
- T-shirts, if worn, are to be solid white in color and may be short or long-sleeved.
- Acceptable belt buckles are to be plain and match the belt.

#### Dress Down Day Policy

Certain days of the school year (see school calendar) are designated as optional dress-down days. At times in order to participate in dressing down a small fee is collected which is used for funding student programs. Some students may be prohibited from participation due to disciplinary infractions or academic performance. For these days the following rules are in place.

- All skirts must be at least knee length.
- Tops cover shoulders and midriff and are not otherwise overly revealing.
- No open-toed shoes, flip-flops, slides, or sandals are to be worn at any time.
- No headgear is to be worn, except for religious observation.
- Inappropriate words or symbols are not allowed to be worn on any article of clothing.
- Faculty and Administration reserve the right to deem an outfit "inappropriate" (in consultation with parent/guardian)

### Dress-Up Day Policy

“Dress-up” days include the fall and spring Picture Days.

- All skirts must be at least knee length.
- No jeans or jean-looking materials are to be worn. This includes jean or jean-looking pants, skirts, jackets, and half jackets.
- No open-toed shoes or sandals are to be worn. No sneakers are to be worn on Dress-Up days.
- No headgear is to be worn, except for religious observation.
- Tops cover shoulders and are not overly revealing.

# Communications

## Communication Protocols

Proper communications are vital to the success of any organization. TIMES<sup>2</sup> STEM Academy works hard to ensure that communications between all stakeholders in our community are conducted in a professional, respectful, and accurate manner. In order to facilitate an optimal environment for communications the following protocols should be understood and followed by all members.

## School Communications with Parents/Guardians

The Academy will usually communicate with all parents and guardians throughout the year through the following means:

- Quarterly newsletter to discuss the entire K-12 program
- Distribution of progress reports and report cards
- Display of important calendar events, on a K-12 Seamless calendar on [www.TIMES2.org](http://www.TIMES2.org)
- Via the TIMES<sup>2</sup> STEM Academy's Parent Teacher Organization (P.T.O.), which will meet on a regular basis throughout the school year and is open to all parents and guardians (see school calendar).
- Skyward
- Email

## Communication with Students during the School Day

Parents/guardians who need to communicate with their child during school hours must do so through calling our main number 401-272-5094 or coming into our main office during the school day.

**Students are not allowed to call or receive calls on their personal device from parents, during the school day, without proper authorization from a teacher or administrator.**

## Dropping off items after the school day has begun.

Students are to be prepared for school at the beginning of the school day. Parents or guardians who wish to drop off items such as missing school work, uniform, or other items must leave them in the office.

## Messages left at the office.

All efforts will be made to deliver information concerning after-school changes to transportation or any other information. In most cases, students in grades K-12 are notified of such messages during the school day.



## Parent/Guardian-Teacher Communications

### Administrators' Role

When parents or guardians have concerns about or questions for specific teachers or staff members, TIMES<sup>2</sup> STEM Academy's administrators will advise the parents/guardians that the proper first step is for the parents/guardians to discuss the matter(s) of concern directly with the teacher or staff member involved. If sincere attempts at communication with teachers or staff members have taken place, but the matter is still not resolved, administrators will then take action to mediate or otherwise help to resolve the issue. In all, administrators will ensure that the protocols described below are followed prior to intervening.

### Phone and Email Protocol

Parents/guardians who seek to communicate by phone with teachers may do the following:

- Leave a voice mail message for a teacher. Teachers are encouraged to return phone calls from parents/guardians within two school days of receiving the call.
- Send a written note/email/text to the teacher through their student.
- If the parent/guardian is a Spanish speaker, she/he may choose to leave a message with the office staff.
- If a teacher does not return a received phone call or respond to a written message within two school days, a parent/guardian can either try again or contact the principal who supervises that teacher.

### Face-to-Face Conference Protocol

- TIMES<sup>2</sup> STEM Academy hosts annual Parent/Guardian-Teacher Conference nights. In addition to these scheduled conferences, a parent/guardian-teacher conference can take place as needed throughout the school year. These conferences can be initiated by parents, teachers, or administrators as concerns arise.
- If parents/guardians seek a face-to-face meeting with a teacher, that parent/guardian may work out a mutually agreeable time with that teacher in order to have a meeting.
- If either the parents/guardians or teachers feel the need to do so, they may ask to have other staff members present to facilitate or contribute to the discussion. Also, it is usually best to have the student as a part of most conferences as appropriate. Both the parent/guardian and the teacher need to know prior to the meeting who will be expected in attendance and the purpose of the meeting.
- Upon completion of the meeting, a parent/guardian may feel free to follow-up any concerns they may have with either the Academic Dean or the Principal for the appropriate division.
- Depending on the results of the initial meeting, the Academic Dean or Principal may want to hold a second meeting to resolve any outstanding conflicts or misunderstandings.

# Student Code of Conduct

## Purpose

The TIMES<sup>2</sup> STEM Academy Student Code of Conduct was constructed with the purpose of communicating clearly the behavioral expectations for Times<sup>2</sup> STEM Academy students in kindergarten through grade 12.

Specifically, this Code of Conduct:

- 1) Establishes clear expectations for appropriate and desired behavior aligned with the CASEL standards and competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. (CASEL standards are best practices related to social and emotional learning.)
- 2) Supports restorative justice so students have a chance to repair harm caused by inappropriate behaviors.
- 3) Encourages the use of intervention as the first step in dealing with inappropriate behaviors.
- 4) Outlines the rights and responsibilities of the district's constituency groups.
- 5) Defines infractions in terms of levels.
- 6) Outlines the procedures and authority of school personnel to address disciplinary infractions.
- 7) Promotes safety, respect, equity and responsibility for all students and staff.

All students will be treated fairly and equitably in regard to all laws, rules, regulations and policies of the State of Rhode Island and the Providence School Board any time that:

- 1) A student is on school district property.
- 2) A student is attending school.
- 3) A student is being transported to or from school or a school-sponsored event.
- 4) A student attends, or participates in, a school-sponsored event or activity.

## Distribution

The TIMES<sup>2</sup> STEM Academy Student Code of Conduct will be posted on the district's website and will be updated annually with such additional sections of explanation, expansion or clarification as the superintendent or school board may deem appropriate. Every student will receive annual notification of the Student Code of Conduct, along with an acknowledgement form, which must be signed by the parent/guardian and returned to the student's school.

Printed copies of the Code of Conduct will be available at every school for students and parents/guardians upon request. The Code of Conduct will be provided in various languages reflective of the district's population.

## Fostering a Positive School Climate

### Multi-Tiered System of Supports

TIMES<sup>2</sup> STEM Academy uses a framework to promote a safe, supportive and positive school climate that helps students develop the skills they need to be successful in school, and as members of the community through the Teacher Support Team (TST). In addition, a multi-tiered system of supports allows schools to effectively identify students' unique challenges and behavioral issues and to intervene and provide support as soon as possible. TIMES<sup>2</sup> STEM Academy believes that implementation of an MTSS process is central to meeting students' individual academic, social-emotional and language development needs. Additionally, the work of the TST is aligned with the expectation that our school environments model and teach safety, respect, equity and responsibility for every member of the school community through the CASEL competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness as a part of everyday core instruction.

### Interventions

Interventions are specific strategies, programs, protocols and activities that allow students to reflect on their behavior, learn replacement behaviors, maneuver personal obstacles and resolve conflicts. Interventions are administered by a team of adults that includes the student's parent/guardian and result in a written plan to support the student's growth and development. Restorative practices should be in place, so students have an opportunity to repair the harm they have caused. TIMES<sup>2</sup> STEM Academy wants students to be continually engaged in the school community to allow them to reflect upon and learn from their mistakes.

### Restorative Justice

Restorative practices in TIMES<sup>2</sup> STEM Academy are part of the of the school-based decision-making process and provide a proactive approach for building a school community based on cooperation, empathy, mutual understanding, and respect. Restorative practices hold students accountable for their actions and behavior, while at the same time help create a supportive school environment. Researchers have found alternative disciplinary programs such as Positive Behavioral Interventions, school-wide conflict resolution, and cultural responsiveness training reduce the use of suspensions.

TIMES<sup>2</sup> STEM Academy's restorative justice practices address student misbehaviors with a focus on repairing harm rather than punishing students. The most critical functions of restorative practices are to restore and build relationships. Providence school students, faculty, support staff and administrators meet with students to explore what took place, and to ensure students make necessary amends.

TIMES<sup>2</sup> STEM Academy's approach to restorative practices includes the following:

- Creating learning environments in each school that define expectations for safe, supportive and orderly school climates.
- Responding to incidents by repairing harm that has been done.
- Bringing people together when relationships are strained.
- Bringing the community together, including those who have been negatively impacted by the behavior, to address the offending behavior collectively.
- Facilitating a common understanding of what the expected behavior is to ensure a higher level of accountability moving forward.
- Ensuring that students can learn self-discipline, to understand the impact of harmful behavior on others, and to be accountable for their actions.

## Bullying and Harassment

The entire school community—students, families, staff, and community partners—is responsible for helping to prevent bullying and harassment. A school environment free from bullying and harassment is critical for creating and maintaining a safe, secure and positive school climate and culture that supports academic achievement, increases school engagement and respects the rights of all individuals and groups. In accordance with state law (Rhode Island General Law § 16-21-33, “Safe schools act”) and TIMES<sup>2</sup> STEM Academy’s policy, bullying and harassment are prohibited and must be reported to the appropriate school administrator.

Bullying and/or harassment include, but are not limited to, acts that:

- 1) Belittle, harm and/or overpower another individual, cause physical or emotional harm, or place an individual in reasonable fear of harm.
- 2) Create an intimidating, threatening, hostile or abusive educational environment.
- 3) Infringe on the rights of a student to participate in school activities.
- 4) Materially and substantially disrupt the education process or the orderly operation of a school.
- 5) Are directed at an individual or group of individuals based on appearance, intellectual capacity, ability, opinion, race, religion, gender, country of origin, age, sexual orientation, gender identity, or disability.

## Progressive Levels of Consequences and Restorative Responses

TIMES<sup>2</sup> STEM Academy is committed to a system of expectations, supports, and consequences that protects the rights of individuals as well as the school community. To address misconduct, TIMES<sup>2</sup> STEM Academy uses positive behavioral interventions, a multi-tiered system of supports, and effective, sustainable partnerships with students, families, and communities.

TIMES<sup>2</sup> STEM Academy is committed to using interventions that address the causes of student misbehavior, resolve conflicts, meet student needs, keep students in school, minimize the use of law enforcement, and collaborate with parents to identify a solution. Disciplinary practices that result in losing instructional time, removing students from school, or referring students to the criminal justice system should be used only as a last resort.

Careful evaluation of each student’s individual situation (academic, social and emotional) is essential, so that the school's response to the student is (1) appropriate; (2) supports the student’s individual growth; (3) maintains the student’s connection to school; and (4) ensures a safe and orderly learning environment for all students and staff.

## Expected Behavior

Each school has its own unique culture and community of individuals. It is essential to the success of all

students that the individuality of each school be nurtured and celebrated. At the same time, in order to support the successful engagement of families and community partners within the schools, and to promote safety, respect, equity and responsibility for the entire TIMES<sup>2</sup> STEM Academy community, school-wide expectations are necessary. Therefore, our school will follow the Student Code of Conduct and may add additional expectations that:

- 1) Are enforceable;
- 2) Aid teaching and learning;
- 3) Can be modeled by adults; and
- 4) Align to the CASEL standards and competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

### Level One Infractions – Interventions and Suspensions

Level One infractions include student behaviors that do not meet the basic expectations of respect and courtesy and that undermine a safe and orderly learning environment. Teachers are encouraged to address Level One behaviors directly but may call upon an administrator to assist in the delivery of consequences or to model strategies for managing Level One issues in the classroom.

These infractions do not involve law enforcement and are addressed by the teacher and/or the principal (or their designee). Level One infractions must be handled at the school level and cannot be referred to the student affairs office at the Providence Public School Department. As a first response, the teacher and/or administrator will use tiered intervention(s) appropriate to the student’s grade level to address student misconduct, and to avoid repetition of the infraction in the future.

Level One infractions are reviewed on a case-by-case basis to determine the appropriate consequences and intervention. Not all Level One offenses should result in a suspension but should include an intervention or restorative practice as a means to model corrective behavior. Depending on the severity of the infraction, in some instances, a Level One infraction may result in suspension of up to five (5) school days. Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the TIMES<sup>2</sup> STEM Academy student information system, known as Skyward, by the end of the school day.

## Level One Infractions

Definitions of the Level One infractions listed below are based on Rhode Island Department of Education categories of incidents of suspension as reported in InfoWorks. The list below relates to infractions that are committed for the first time. Repeat offenses should be dealt with through communication with student, parent and administration.

- **Academic Integrity–Cheating, Plagiarism:** Cheating includes any act of academic dishonesty or rule-breaking to gain academic advantage, including cheating on tests or other assignments, and appropriating another’s work as one’s own without the required citation or attribution. This includes copying or plagiarizing the work of others without required permission or acknowledgement. This infraction should include an intervention as an alternative to suspension.
- **Communication/ Electrical Devices:** Students may not engage in unauthorized use or have on their person a phone or other electronic communication device that violates the Code of Conduct. Deliberate misuse of electronic devices before, during or after the school day to commit an act of violence, and misuse of social media to perpetuate the same act of violence, are prohibited.
- **Disorderly Conduct:** Disorderly conduct is defined as any act that substantially disrupts the orderly conduct of a school function, or behavior that substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff or others. Disruption caused by talking, making noises, throwing objects or otherwise distracting another constitutes disorderly conduct. If a teacher is prevented from starting an activity or lesson or must interrupt what he/she is doing in order to try to stop destructive behavior, such behavior is considered disorderly. More serious incidents may be reported at a different infraction level, as appropriate.
- **False Identification:** A student will neither use another person’s identification, nor give false identification to any school official with intent to deceive school personnel, or falsely obtain money or property.
- **Fighting:** No student can participate in a fight involving physical violence. Fighting includes participation in minor physical altercations and tussles but does not include verbal confrontations. Very serious incidents will be categorized as Assault/Battery. This infraction should include an intervention/restorative practice as an alternative to suspension.
- **Forgery:** A student will not sign the name of another person for the purpose of defrauding school personnel or the TIMES<sup>2</sup> STEM Academy Executive board. This category includes forging or tampering with school-related documents.
- **Fraud:** A student may neither deceive another nor cause another to be deceived by false or misleading information in order to obtain anything of value.
- **Gambling:** A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions. The definition of gambling includes unlawfully betting or wagering money or something else of value; assisting, promoting or operating a game of chance; or tampering with the outcome of a sporting event or contest to gain a gambling advantage.
- **Insubordination/Disrespect:** Refusing a directive of a teacher, administrator or other staff member is considered insubordination/disrespect.
- **Internet Acceptable Use:** It is unacceptable to use the network(T<sup>2</sup>Net) and the internet in any way to promote or engage in any activities that are deemed criminal under federal, state or local laws,

including but not limited to copyright, credit card and electronic forgery laws or anything not within the scope of education use. The TIMES<sup>2</sup> STEM Academy Internet Acceptable Use policy explains in detail the proper use of the District computer network and devices; students and parents/guardians are required to read and sign off on the policy each school year.

- **Larceny/ Theft/Possession of Stolen Property (personal) under \$500:** A student will not, without permission of the owner or custodian of the property, take property or have in his/her possession property that does not belong to him/her. This category includes the unlawful taking, carrying, leading or riding away of property of another person, without threat, violence, or bodily harm.
- **Obscene/Abusive Language:** The infraction includes directing obscene offensive, indecent, disgusting, abusive, harsh, injurious or insulting language or gestures, verbally or in writing, to a student, teacher, staff member, or volunteer.
- **Trespassing:** Trespassing is defined as entering or remaining on a public school campus or restricted area without authorization or invitation, and with no lawful purpose for entry. The definition may include breaking in with the intent to commit a crime. Any student while under suspension or exclusion from school cannot be on the school premises. Visitors must report to the office. Failure to report to the office could result in criminal charges filed with the Providence Police Department.
- **Tobacco:** Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, or electronic cigarettes, is prohibited.
- **Vandalism/Graffiti:** Vandalism is the willful and/or malicious destruction, damage or defacement of property, real or personal, without the consent of the owner or the person having custody or control of it. This category includes graffiti, such as writing, painting or carving on school textbooks or library books, desks, tables, walls, woodwork or other surfaces. This infraction should include an intervention as an alternative to suspension.

## Level Two and Level Three Infractions Suspensions and Interventions

Level Two and Level Three infractions may result in suspensions up to ten (10) school days and/or a referral to the TIMES<sup>2</sup> STEM Academy Executive Board and/or law enforcement. These infractions are the most serious in nature because they pertain to the violation of specific laws and/or compromise the safety of others. The school administrator acts in loco parentis and documents until such time as the parent/guardian has been contacted and arrives to be with the student and documents the outcome. The infractions listed below may rise to the level of a violation of a specific law; however, this list is in no way exhaustive. Students referred to TIMES<sup>2</sup> STEM Academy Executive Board for Level Two and Three infractions could face any of the following consequences, which will be determined by the school administrator or TIMES<sup>2</sup> STEM Academy Executive Board:

- Intervention and/or restorative practices.
- Change in suspension (in school or out of school).
- Possible referral to Providence Police.
- Emergency placement to an off-campus alternative education program (AEP).



- Possible restriction of extracurricular activities.
- Outside referral to social service agency.

## Level Two Infractions

A student who commits any of the following Level Two infractions may be suspended by the principal for committing, attempting to commit, aiding or abetting the commission of, conspiring to commit, or participating in any manner—even if unaccomplished—in the commission of any of the infractions designated in this section.

Level Two Infractions are reviewed on a case-by-case basis to determine the appropriate consequences and interventions. Although Level Two offenses may result in a suspension, responses should include an intervention or restorative practice to model corrective behavior. A Level Two infraction may result in a suspension of up to 10 school days and/or possible referral to the TIMES<sup>2</sup> STEM Academy Executive Board. Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the TIMES<sup>2</sup> STEM Academy's student information system, known as Skyward, by the end of the school day. A student may be recommended for exclusion (removing a student from school for a period of 10- 180 school days) by the TIMES<sup>2</sup> STEM Academy Executive Board for chronic and/or aggravated infractions of Level Two behaviors.

Definitions of Level Two infractions listed below are based on Rhode Island Department of Education categories of incidents of suspension as reported in InfoWorks:

- **Bullying:** Acts, gestures or expressions, whether via written, verbal or electronic communication, that cause physical or social-emotional harm and/or distress, and/or that place another in fear of social-emotional harm and/or distress, or of damage to his/her property, are considered bullying. Bullying may create an intimidating, threatening, hostile or abusive educational environment for others, and is often repetitive, intentional behavior. Examples include destruction of property, taunting, verbal harassment including name calling, graffiti, stalking, intimidation, threatening and/or humiliation. Chronic bullying can lead to stealing, physical assault, sexual harassment and/or violence.
- **Destruction of School Property:** A student will not willfully cause destruction of property of the school or others. Actions that impair the use of something are considered destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures and damaging school equipment or school buses, etc., to the point where repair is necessary are considered acts of property destruction.
- **Extortion:** This category includes unlawfully obtaining money, property, or any other thing of value, either tangible or intangible, through the use or threat of force, misuse of authority, threat of criminal persecution, threat of destruction of reputation or social standing, or through other coercive means. A student will not make another person do any act against his/her will by force or threat of force, expressed or implied.

- **Incite to Riot:** Inciting a riot is defined as causing a disruption to the learning environment in the school or otherwise preventing orderly conduct.
- **Harassment—Stalking:** Stalking is defined as threatening by following or watching another person or placing her/him in fear of receiving bodily harm, sexual assault, confinement, or restraint. This infraction includes stalking carried out through the use of technology or any electronic device.
- **Harassment—Prejudice/Hate Crimes:** This definition includes actions motivated by hostility or hatred due to some characteristics or perceived characteristics of the victim. Examples include any act or attempted act to cause physical injury, emotional suffering or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism or force, when the act is motivated all or in part by hostility to the victim’s real or perceived membership in a class (including, but not limited to, race, religion, color, gender, gender identity or expression, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability). This definition includes prejudice-related harassment or hate crimes carried out through the use of technology or any electronic device.
- **Hazing:** Hazing is a method of initiation into any team, organization, group, club, etc., that causes or is likely to cause bodily danger, harm, personal degradation, disgrace, humiliation or mental harm.
- **Robbery:** Robbery is defined as taking or attempting to take anything of value that is owned by another person or organization when the act takes place under confrontational circumstances, by force or threat of force or violence and/or by putting the victim in fear.
- **Sexual Harassment:** Sexual harassment involves unwanted sexual advances, requests for sexual favors or other verbal or physical conduct or communication of a sexual nature that is offensive and objectionable to the recipient, causing discomfort or humiliation. This definition includes sexual harassment carried out through the use of technology or any electronic device. A student will not use words, pictures, objects, gestures or other actions relating to sexual activity or a person’s gender as defined by federal regulations when the words, pictures, objects, gestures or other actions have the effects of (1) violating the right of a person to a safe and nurturing environment in which to learn, (2) creating discomfort or (3) producing a reluctance to participate in school activities. Sexual harassment shall be reported immediately to school officials.
- **Sexual Misconduct:** This category involves any act of a sexual nature that substantially disrupts the orderly conduct of a school function and includes sexual activity, indecent exposure, and displaying pornographic imagery. Serious, non-consensual offenses will be coded as Sexual Assault/Battery.
- **Technology/Unauthorized Use of Computers/Other Technology on School Property:** A student will not engage in the unauthorized or inappropriate use of technology, nor willfully cause or attempt to cause damage to technology or data. This category includes any violation of district technology policies but does not include cyberbullying. Refer to the TIMES<sup>2</sup> STEM Academy Internet Acceptable Use policy for more information.
- **Threat/Intimidation:** This category includes unlawfully placing another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. This also includes bullying and cyberbullying (bullying through the use of technology or electronic device).

### Level Three Infractions

A Level Three infraction may result in a suspension of up to 10 school days and/or possible referral to the TIMES<sup>2</sup> STEM Academy Executive Board, with a recommendation for exclusion (removing a student from school for a period 10-180 school days). Decisions to exclude a student may only be made by the director of student affairs. Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the TIMES<sup>2</sup> STEM Academy's student information system, known as Skyward, by the end of the school day.

Level Three infractions include zero tolerance infractions. Under Rhode Island State Administrative Code (Rhode Island Administrative Code 21-2-39:3.0, 3.28 Zero Tolerance) and Rhode Island General Law (RIGL 16-21-18, "Students prohibited from bringing or possessing firearms on school premises") zero tolerance infractions include possession of a weapon, possession of controlled substances, and aggravated assault. Any student found to be in possession of a weapon or involved in an aggravated assault will immediately be suspended in accordance with applicable due process provisions. During this suspension, TIMES<sup>2</sup> STEM Academy will take the necessary steps to determine any additional action to be taken, which may include exclusion for a period of 10 to 180 school days.

Level Three infractions are reviewed on a case-by-case basis to determine the appropriate consequences and interventions. Level Three offenses may result in a suspension but should include an intervention or restorative practice to model corrective behavior.

A limited number of offenses constitute the basis for excluding a student. If a school administrator finds that a student has committed, attempted to commit, aided or abetted in the commission of, conspired to commit, or participated in any manner—even if unaccomplished—in the commission of any of the Level Three infractions listed below, the administrator may submit a recommendation to the director of student affairs that the student be excluded from school attendance. The administrator may notify the police when category Level Three infraction is committed and shall make all reasonable efforts to contact a parent or guardian of the student. Definitions of the infractions listed below are based on Rhode Island Department of Education categories of incidents of suspension as reported in InfoWorks:

- **Arson:** Arson is defined as unlawfully and intentionally damaging or attempting to damage any real or personal property by fire or incendiary device. A student is prohibited from willfully and by means of fire causing harm to property or any person, and from participating in the burning of property or any person.
- **Controlled Substances - Sale of/Possession with Intent to Sell:** The sale of--or the possession of, with the intent to sell--any controlled drug or narcotic substance or equipment and device used for preparing or taking drugs or narcotics is prohibited. This category includes over-the counter and prescription medications. A student will not possess, use, and/or offer to buy or sell, propose to sell

and/or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this category as long as his/her use and possession of the prescribed medication is authorized at school.

- **Controlled Substances - Possession or Under Influence:** The unlawful use, purchase, possession, or transportation of alcohol or any controlled drug or narcotic substance, or equipment and device used for preparing or taking drugs or narcotics. Category includes over-the-counter and prescription medications if abused by the student. A student will not possess or use a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol, including being under the influence of alcohol or drugs on school transportation, at school-sponsored events, or at school. A student legally in possession of prescribed medication will not be in violation of this category as long as his/her use and possession of the prescribed medication is authorized at school.
- **Fire Regulations Violation: False Fire Alarm/False Bomb Report or Tampering with Fire Alarm System:** This category encompasses any threat (verbal, written, or electronic) to bomb or use other substances or devices for the purpose of exploding, burning or causing damage to a school building or school property or to harm students or staff. Unless an emergency exists, a student is prohibited from willfully sounding a fire alarm or causing a fire alarm to be sounded, and from communicating or causing to be communicated information that a bomb is located in a school building or on school property. These acts are prohibited irrespective of the whereabouts of the student. A student must neither destroy, damage nor otherwise tamper with a fire alarm system in a school building. A student may not cause a false fire alarm or otherwise cause others to believe that there is a fire without reasonable belief that there actually is a fire or emergency. A student may not possess matches or lighters.
- **Fireworks, Explosives:** A student shall not possess, handle, transmit, conceal or use any device or substance that can be used as an explosive.
- **Physical Assault/Battery:** Physical assault/battery is defined as an actual, intentional touching or striking of a student, teacher or staff member against his or her will, including when a student physically attacks or “beats up” another student, a teacher, or a staff member, or when a student intentionally causes bodily harm to another student, a teacher, or a staff member. This category, which includes an attack with a weapon or threat with a weapon, should be used only when the attack is very serious and warrants calling the school administration, the police or security.
- **Sexual Assault/Battery:** This category addresses a sexual act committed on another person without their consent or ability to consent and includes causing another person to engage in an unwanted sexual act by use of force or threat of force. Sexual Assault/Battery includes rape (oral, anal, or vaginal), fondling, forced kissing, and child molestation.
- **Weapon Possession:** Students are forbidden from possessing, handling, transmitting, concealing or using any weapon, device, instrument, material or substance, animate or inanimate that is used for or is readily capable of causing bodily injury to another person. This definition includes firearms, bombs and other explosive devices; knives and other sharp objects; bullets; blunt objects; and harmful chemicals, as well as realistic replicas of weapons. This prohibition is in place even if no other individuals were injured, threatened or frightened by the weapon. A student shall not use any object that is permitted in the school as a weapon or in any manner likely to cause injury to another person. TIMES<sup>2</sup> STEM Academy may use discretion in enforcing the Zero Tolerance

policy. If the instrument blade is measured with a ruler to be 3 inches or greater in length, the police must be notified.

Possession: For a student to be disciplined for possession of a prohibited object (such as a firearm, weapon, drug or other item), the following must occur:

- 1) The possession must be verified by at least one TIMES<sup>2</sup> STEM Academy employee.
- 2) In cases where possession of a prohibited object is questioned, TIMES<sup>2</sup> STEM Academy presumes that a student who possesses the prohibited object knows that he/she is in violation of the Zero Tolerance policy. However, a student is permitted to present information regarding the possession that can overcome the presumption.
- 3) The student had no reasonable cause to possess the object at the time. An example of acceptable cause would be a student who, in compliance with instructions from a parent or teacher, uses a parade rifle by a ROTC student during drill practice, or a sword or toy weapon in a class, a school play or school activity. However, possession of these objects outside of these circumstances would not be acceptable.

Providence Juvenile Hearing Board Juvenile hearing boards are implemented in communities throughout Rhode Island as a best practice in juvenile justice reform. The Providence City Council established the Providence Juvenile Hearing Board in 2016 for Providence youth who are accused of minor infractions. The goal of the juvenile hearing board is to provide youth with community-based alternatives to incarceration so that youth are not referred to Rhode Island Family Court. The panel is comprised of seven members and alternates who are appointed by the Providence City Council and includes experts and advocates who are qualified to review non-violent juvenile cases and determine appropriate sanctions. Cases are forwarded to the juvenile hearing board by the Providence Police Department. Please refer to the resources section for more information.

## Suspension

The following are disciplinary actions involving the removal of students from school or class. All school personnel responsible for implementing suspension/exclusion procedures will be instructed in the responsibilities and rights of students and parents/guardians. Rhode Island Discipline Procedures, and detailed procedures for suspensions for principals (or their designee) are included in the appendices.

### In-School Suspension

In accordance with the Student Code of Conduct and at the discretion of the principal, a student may be denied the right to attend regular classes and be assigned to an approved alternative classroom setting within the same school. A student may be temporarily removed from the regular classroom for disciplinary purposes, during which time the student remains under the direct supervision of, and in the same physical location as, school personnel.

In-school suspension may occur in a separate classroom or a separate building and, in some instances, may occur outside of regular school hours, as long as state requirements for length of the school day are met. Typically, the student is required to complete coursework during this time. The student should receive academic instruction, intervention services, and/or counseling, as appropriate. This disciplinary action will be assigned for a period of a maximum of ten (10) consecutive school days. The student will continue to do assigned work during this time. In-school suspension may be used in lieu of out-of-school suspension at the discretion of the principal and in accordance with the Code of Conduct, except in cases where the infraction leading to suspension is listed as an exclusionary infraction. At the discretion of the principal, a student who has been assigned to in-school suspension may be denied the right to participate in extracurricular activities.

### Out-of-School Suspension

In accordance with the Student Code of Conduct and the discretion of the school principal, a student may be denied the right to attend school classes or functions for a period not to exceed ten (10) school days. A student may be temporarily removed from school, during which time the student is not allowed to attend regular school lessons or participate in other school activities. The student should receive academic instruction, intervention services, and/or counseling, as appropriate. The student will continue to do assigned work during suspension. Parents/guardians can pick-up the work at the school during the period of suspension.

Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the TIMES<sup>2</sup> STEM Academy's student information system, known as Skyward,

by the end of the school day.

In accordance with Rhode Island state law (Rhode Island General Laws, 16-2-17(d) and 16-2-17.1) the district shall not issue suspensions to be served out of school unless:

- 1) The student's conduct meets the standards set forth in Rhode Island General Law § 16-2-17(a), which states that a disruptive student is a person who:
  - a) Is subject to compulsory school attendance; and
  - b) Exhibits persistent conduct which substantially:
    - i) impedes the ability of other students to learn, or
    - ii) otherwise substantially interferes with the right of each student, staff member, teacher and administrator to attend and/or work at a school which is safe and secure, and which is conducive to learning, and which is free from threat, actual or implied, of physical harm by a disruptive student; and
  - c) Has failed to respond to corrective and rehabilitative measures presented by staff, teachers or administrators; or
- 2) The student represents a demonstrable threat to students, teachers or administrators (Rhode Island General Law §16-2-17.1).

### Rights of Parents/Guardians/Advocates of Student Facing Suspension

Parents/guardians/advocates of a child facing suspension for a Level One, Two or Three infraction have the right to:

- 1) Be contacted by phone as soon as possible to learn that their child is involved in a possible suspension or exclusion.
- 2) Receive written notice of suspension mailed to their home. The notice of suspension should be in the parent/guardians preferred language.
- 3) Request and receive a meeting with the principal to discuss the incident.
- 4) Request and receive a report of the school's investigation of the incident.
- 5) Receive appeal procedure information from the principal.

### Referral to TIMES<sup>2</sup> STEM Academy Executive Board for a Student Disciplinary Hearing

A general education student (a student who does not have an IEP—Individualized Education Program) facing removal from school to an alternative placement due to a Level Two or Level Three infraction must be given a hearing with appropriate due process. The student is entitled to:

- 1) Representation by the student's parent/guardian and/or another adult who can provide guidance to the student.
- 2) The opportunity to be heard and present their own evidence.
- 3) The opportunity to be represented by legal counsel.

The standard of review at such a hearing shall be by a fair preponderance of the evidence that a Level Two or Level Three offense has been committed by the referred student.

## Exclusion

In accordance with the Student Code of Conduct and at the discretion of the TIMES<sup>2</sup> STEM Academy Executive Board, a student may be removed from school and denied the right to attend school functions for a period of ten (10) to one hundred eighty (180) school days. An appeal of an exclusion may be made to the TIMES<sup>2</sup> STEM Academy Executive Director (or their designee), and then to the TIMES<sup>2</sup> STEM Academy Executive Board.

## TIMES<sup>2</sup> STEM Academy Referral to Alternative Education Placement

When a student is excluded from the TIMES<sup>2</sup> STEM Academy for ten (10) or more school days, the student is placed in an alternative education program during his/her exclusion period. His/her name must remain on the sending school register from which the student was referred until the period of exclusion has ended. Placement decisions of this type will be made by the Executive Director (or their designee) in accordance with due process proceedings.

## Due Process for Suspensions

**Step One:** The principal will conduct an initial investigation to include the following steps:

- 1) Thoroughly investigate the allegation against the student as soon as possible.
- 2) Explain to the student the allegation and give the student an opportunity to respond through a written or recorded oral rebuttal.
- 3) Make a judgment about the need for suspension and the immediacy of that need.

Note: If the student has committed a zero-tolerance infraction the principal will be expected to suspend the student. The principal, however, can modify on a case-by-case basis the recommendation for suspension or exclusion. In this case, the principal must complete a thorough investigation and consider all mitigating circumstances. Consequently, if the student is not recommended for a suspension or exclusion, the principal must explain in a detailed report the specific reasons for the modification citing all mitigating circumstances that contributed to the decision.

**Step Two:** After the initial investigation, if the principal makes a judgment that a suspension is appropriate, the principal will carry out the following:

- 1) Suspend the student immediately.
- 2) Notify the parent/guardian that a school conference with the student will be held to discuss the suspension, and when applicable, refer to the student affairs office (SAO) for a fact-finding conference.

Should the principal determine a referral to the Executive Director (or their designee) is necessary, the principal will:

- 1) Inform the parent/guardian at the school conference that the student is being referred to the



- Executive Director's (or their designee) office for a fact-finding conference (see 2 above)
- 2) Inform the Executive Director (or their designee) of the incident and obtain a date for a fact-finding conference to take place within five (5) days of the suspension.
  - 3) Confer as necessary with the Executive Director (or their designee) about due process requirements.
  - 4) At least one (1) day before the Executive Director's fact-finding conference date, provide a formal referral package to the Executive Director which includes the following:
    - a) A specific and complete report packet of incident including the reason for recommended corrective action.
    - b) Statements by all affected parties and witnesses of the incident.
    - c) Appropriate background information.
    - d) Completed referral form including evaluative tests summary and recommendations from within TIMES<sup>2</sup> STEM Academy as well as outside agencies.
    - e) Pre-Suspension Conference Form.
    - f) Student Disciplinary Referral Form.
    - g) Weapon seizure report (if offense includes a weapon).
    - h) Photograph of weapon (if applicable).
    - i) Police report (if applicable).
    - j) Teacher reports.

At the school conference, the principal will provide the parents/guardians and student with the following information in preparation for the fact-finding conference to be held at the Executive Director's (or their designee) office:

- a. The date, time, and place of the fact-finding conference.
- b. The specific charges and the acts upon which the charges are based.
- c. A copy of the applicable disciplinary rules and procedures.
- d. The following procedural rights:
  - (i) The right for the student's parent/guardian to attend the conference.
  - (ii) The right to inspect or copy documents upon which the charges are based.
  - (iii) The right to present evidence, including documents provided to the director of student affairs one (1) day prior to the conference.
  - (iv) student affairs one (1) day prior to the conference.
  - (v) The right to be represented by an attorney or advocate.
  - (vi) The right to make a statement, in person or in writing.

**Step Three:** The Executive Director's (or their designee) hearing will take place as follows:

- 1) The conference will be conducted at the Executive Director's office.
- 2) The Executive Director may call the student for testimony.
- 3) All information will be reviewed by the hearing officer and forwarded with the findings to the student's file and all parties to the incident.
- 4) At the conclusion of the conference, the hearing officer must review all the information submitted to the Executive Director (or their designee) and will render written findings and recommendations to all parties to the incident.

If the hearing officer finds that a zero-tolerance infraction occurred, but mitigating circumstances support

a departure from the standard disciplinary consequence, the hearing officer must provide a detailed report explaining the reasons for the modification and describe all mitigating circumstances that contributed to the departure from the standard penalty. In addition, the hearing officer must provide the recommended penalty.

If the Executive Director believes that referral to the Executive Director (or their designee) is not warranted, the Executive Director must communicate that in writing to the principal in detail. This communication from the director of student affairs is part of the student's record at school.

After the hearing, if the parent/guardian agrees with the charges and does not contest the exclusion penalty, the parent/guardian can sign a waiver to a hearing before the TIMES<sup>2</sup> STEM Academy Executive Board.

## Appeals

**Level One Suspension Appeals:** A Level One suspension may be appealed to the principal. If the parent/guardian is not in agreement with the recommendation to suspend the student, the parent/guardian may appeal to the Executive Director (or their designee) when the violation is made in the student's record in the student information system known as Skyward. The parent will receive written notice of the appeal decision, by telephone and in writing, in their preferred language within two (2) school days of the appeal.

**Executive Director's Hearing:** A Level Two or Three suspension that results in an Executive Director's (or their designee) office fact-finding conference may lead to a recommendation that an appeal hearing be held before the Times<sup>2</sup> STEM Academy Executive Board; in such cases, the following must occur:

- 1) The Times<sup>2</sup> STEM Academy Executive Board (or their designee) notifies all individuals involved of the hearing. The notice shall contain all the information provided in the packet notifying parties of the fact-finding conference. The Student Code of Conduct policy must be included as an enclosure.
- 2) An audio recording must be made of the proceedings at this hearing.
- 3) At the end of the hearing, the Times<sup>2</sup> STEM Academy Executive Board (or their designee) may announce his/her decision. The decision is included in the audio recording.
- 4) The Times<sup>2</sup> STEM Academy Executive Board (or their designee) advises parties of their right to submit additional information to the school board for review and establishes both on the audio recording and in writing that the student and his or her parent/guardian understand both the penalty imposed, and the right to submit additional information.
- 5) Alternatively, the Times<sup>2</sup> STEM Academy Executive Board (or their designee) notifies the student and any parents of his/her decision, by telephone and in writing, in their preferred language within two (2) school days of the hearing.

If the student is found to have committed a zero-tolerance infraction, the Times<sup>2</sup> STEM Academy Executive Board (or their designee) will then do the following:

- 1) The Times<sup>2</sup> STEM Academy Executive Board (or their designee) will prepare a written decision.
- 2) If the Times<sup>2</sup> STEM Academy Executive Board (or their designee) modified the standard penalty, the Times<sup>2</sup> STEM Academy Executive Board (or their designee) will include in the written decision a review of the specific mitigating factors that support the modification.
- 3) The student will begin to serve the penalty on the date of decision by the Times<sup>2</sup> STEM Academy Executive Board (or their designee).

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Please sign below to acknowledge receipt of Times<sup>2</sup> STEM Academy 2019-2020 Community Handbook and return to school. Refusing to sign does not absolve a student from the consequences and interventions he/she may face if found in violation of the district expectations.

Student's Printed Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Grade/Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's/Guardian's Printed Name: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_