



Student/Family Handbook

Preparing students to be global citizens and stewards of our environment.

2026-2027
School Year

Nuestro Mundo Public Charter School

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NUESTRO MUNDO MISSION & GUIDING PRINCIPLES

Our Mission:

The mission of Nuestro Mundo is to prepare students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect their learning to the community and with a larger global audience.

Our Guiding Principles:

We believe that our students will succeed when there is...

- *Deep, Personalized Learning:* All school structures and professional practices will be adaptable, responsive, and challenging for every child. Students will receive what they need, when they need it, in ways that are personally tailored. Student agency- where every child takes ownership for the pace and pathway of their learning- will be celebrated.
- *Seamless Integration of Disciplines:* Authentic content is not understood in discreet silos, thus a project-based curriculum focused on real-world problems must be delivered. All students will understand the connections between subjects and diverse ideas, enabling the ability to transfer skills and adapt.
- *Focus on the Whole Child:* Each student will be known well by adults in the community. With respectful peer relationships as the norm, students will have developmentally appropriate opportunities to learn and practice core social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- *Collaboration of All Stakeholders:* All families and community members will be vital partners in the education and well-being of all students. Partnerships that promote community-based learning opportunities and expertise from the outside will be created and fostered. Equally important will be flexible scheduling which permits teachers to design and implement high-quality instruction using a team approach.
- *Form Follows Function:* The physical space will reflect the school's educational philosophy. All learning space will be aligned with the school's essential goals of collaboration, connection, and integration. The learning process will not be bound by the school's four walls or the confines of a traditional school day. Students will regularly be exploring environmental sustainability through work outdoors and within the community. Technology will also be used to enhance new models of teaching and learning.

CURRICULUM

Standards:

The curricular goals and objectives of the core academic content at NMPCS are aligned with Common Core State Standards (CCSS), a national effort to define the knowledge and skills that students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. NMPCS uses these standards as a framework from which to derive measurable and objective outcomes for students across content areas and sub-skills. Thus, the NMPCS staff is able to report the skills that students can actually perform, and under what circumstances, as opposed to more abstract “understanding” of content area which is typically reported in public schools. For more information on the CCSS, please go to: <http://www.corestandards.org/the-standards>

Dual Language Education:

NMPCS features a dual language educational program that is known as a *two-way immersion program*. Two-way immersion is a form of dual language instruction that brings together students from two native language groups for language, literacy and academic content instruction through two languages. Quality two-way immersion programs integrate instruction so that all students will become bilingual and bi-literate through a rigorous academic program. All students are first and second language learners, and all students have the opportunity to be both language learners and language models for their peers. Throughout the school day both English and Spanish are used as communication tools for acquiring an understanding of concepts, skills and knowledge in the social/emotional, physical, cognitive and linguistic domains. Students learn content in language arts, math, science, social studies and specials through instruction and learning experiences in English and/or Spanish. Scheduling and curriculum design and delivery are deliberately developed to promote students’ successful mastery of both content and language.

The basic goals of two-way immersion programs, including NMPCS’s, are to:

- achieve proficiency in English and Spanish while developing high level of academic skills
- build strong thinking and reasoning skills for problem solving in math and science
- develop high levels of proficiency in both languages
- perform at or above grade level in academic areas
- create a learning environment that respects linguistic and cultural diversity
- foster a sense of community and cross-cultural understanding
- increase family support and involvement

These goals are represented in NMPCS’s mission to be a learning community that ensures high academic achievement for all students using both a multilingual and multicultural lens.

NMPCS's two-way immersion model is designed so that students become fully bilingual and bi-literate and master curriculum content and concepts that are taught in both languages over the course of nine years, K through 8th grade. It is important to keep in mind that two-way immersion research indicates that students need five to seven years of schooling to become bilingual and bi-literate.

Project-Based Learning/Sustainability:

Research consistently shows that *students learn best by doing*. NMPCS takes traditional subjects usually taught in isolation and develops interconnected ways to bring content areas together using overarching essential question-driven change projects. These Student Led Change projects begin with the CCSS, Next Generation Science Standards (NGSS) and the Rhode Island Social Studies Grade Span Expectations [GSE's] in Social Studies mind and incorporates them into authentic tasks surrounding a series of goals known as the [Sustainable Development Goals \(SDGs\)](#), also known as "the Global Goals" a group of 17 goals that were adopted by the United Nations as a universal call to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

Nuestro Mundo has been founded on the belief that all students deserve to be active participants in shaping their world for the better. We see great opportunity and need in unifying with the United Nations in their goal to achieve the seventeen Global Goals for Sustainable Development (SDGs) which aim to end extreme poverty, inequalities, and climate change. Students as young as kindergarten have the responsibility as global citizens to get involved in learning and projects focused on these seventeen SDGs.

The Goals are broken down into targets to further clarify the Goal and explicitly direct efforts, facilitating participation for all. For example, Global Goal 4 speaks to quality education with target 4.7 stating, *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."* This philosophy is embedded into all aspects of learning at Nuestro Mundo. Students will understand their place in society and be empowered to create change for a positive, sustainable future.

Digital Portfolios:

With personalized learning being at the core of Nuestro Mundo's mission, the approach to assessment of student proficiency and growth must be achieved using multiple measures. Students can show what they know and are able to do through a variety of means. A key component is the use of a digital portfolio system. The online portfolio system is a perfect means to allow students across all grade levels to demonstrate their proficiency in both Spanish and English, showing their skills and growth in reading, writing, speaking, and listening comprehension. This may be done through the use of video or audio recordings, collected in the online portfolio, that serves as evidence of proficiency. The use of this system also lends itself to the use of school-wide and grade

level common assessments with common rubrics. With such a system, teachers spend team time calibrating the use of common rubrics and their use to refine the curriculum and inform instructional strategies. On an annual basis, NMPCS celebrates student learning and growth two times annually, in December and June, through a community portfolio exhibition day where all students will present their best work and reflect upon it for families and staff.

SCHOOL SCHEDULE: ARRIVAL & DISMISSAL

Our school building opens at **8:05 am**. Breakfast is served between 8:05-8:25 am.

K-5th grade walkers and drop-offs will enter through the Reynolds Ave entrance. Please do not double park, when dropping students off. Children must exit from the passenger side of the vehicle.

Buses will drop off students at the front of the building on Gordon Avenue and students will enter through the Gordon Avenue entrance.

Middle School students will report directly to our Middle School building on Saratoga Street.

- Classes begin promptly at **8:25 am**. Please be on time.
- If your child needs school breakfast please make sure they arrive close to 8:05am to give them ample time to eat. If they eat at home, they can arrive closer to the 8:22am mark.
- **Children arriving after 8:25 am must be signed in at the main office by a parent or guardian.**
- The school day ends at **2:35pm on Mondays and 3:15 pm on Tuesdays-Fridays**. Like the morning drop off, K-5th grade students should be picked up on Reynolds Avenue and Middle School students should be picked up at the Saratoga building.
- We ask families to be punctual picking up their children. If you need to pick up your child early, please send a note to your child's teacher in the morning, and see the section below on early dismissal.

SCHOOL UNIFORMS

School uniforms help create an environment conducive to learning. Students at NMPCS are required to wear uniforms. This policy is designed to allow students to focus their attention on academics. Families are expected to support the school when out-of-uniform issues arise.

To ensure that the school's uniform policy has the desired effect, it is important that it be implemented consistently. Administration, faculty and staff will do their best to respond immediately to violations of the policy and parents will be notified. Students will be

required to change into a uniform from the spare uniform bank, if possible. If there is nothing that meets their needs, parents will need to bring the missing pieces. If the child is still out of uniform, they will work in the Dean of Culture or Head of School's office. The Head of School reserves the right to make minor changes to the uniform guidelines to enforce the spirit of the dress code.

Uniform Shirts

Color:

- White, hunter green, or light blue with the **Nuestro Mundo** logo.

Style:

- Knit polo or golf shirt with a collar (short or long sleeves).
- No stripes, designs, or logos other than the **Nuestro Mundo** logo

Uniform Pants/Bottoms

Color:

- Khaki or navy.

Style:

- Acceptable options include **chino-style pants, shorts, skirts, skorts, or jumpers.**
- Clothing must fit comfortably — not too tight or baggy.
- Pants should reach below the ankle.
- **Skirts, skorts and jumpers: Knee-length only** (no mini or floor-length styles).
- Shorts: Must be mid-thigh length; no “short shorts.”
- **Not permitted: Khaki denim or denim-style pants, cargo pants (with large pockets), sweatpants, capris, or jams.**

If leggings are worn under a skirt, they must be solid khaki, navy, or black. Leggings with patterns, designs, or graphics are not permitted.

Shoes:

- Students must wear **sneakers or closed-toe, flat shoes. Crocs are permitted only when worn in sport mode with the heel strap secured.**
- **Sandals, flip-flops, slides and other open-toe footwear are not permitted,** including on dress-down days.
- Students are expected to wear **sneakers on all Physical Education (PE) days.**

Pull-Over Sweatshirts and Hoodies (Optional)

Color:

- Solid **black or navy blue**, either plain or with the official Nuestro Mundo logo.

Kindergarten and first grade students are required to keep a spare set of uniforms in their backpack/ cubby in case of a bathroom accident. (Older students too, if needed)

ATTENDANCE, ABSENCES, TARDINESS AND DISMISSAL

Students are required to be in school every day that school is in session and must arrive on time.

Attendance and Truancy Policy:

Rhode Island state law [16-19-1](#) requires all students between the ages of six and eighteen years to be registered in and attend school regularly.

Studies show a positive correlation between good school attendance and academic success. Absenteeism, tardiness and early dismissals disrupt the continuity of learning. Attendance at school is part of a student's permanent records and parents/guardians are urged to assist the school by supporting the attendance policy. It is the responsibility of the parent or guardian to encourage and monitor school attendance, report absences according to the attendance policy, and work cooperatively with the school to solve any attendance issues. Encouraging regular school attendance is a multi-pronged effort, including:

- Establishing a school environment that engages students
- Having all students known and monitored by at least one adult
- Clearly articulating the expectation that students will attend and complete school
- Having consequences that encourage students to attend school
- Understanding and responding to why a student is not attending school

Definitions:

Excused Absences

Excused absences include a student's participation in an approved school-sponsored activity, suspension days, religious holidays, family emergencies (to be approved by an administrator), doctor or medical professional excused illness or injury (a note from a doctor or medical professional must be submitted within 3 days of the absence) or funerals, and acute or chronic illness.

- ***Acute Illness:*** When a student has a medical need that does not require on-going/long term care, (i.e.: knee surgery, etc.). A note from a doctor or medical professional must be given to the school. Subsequent absences due to the nature of the care will be considered excused. Families must give the reason for absence(s) due to the nature of the illness or follow-up care.
- ***Chronic Illness:*** A student that requires continued medical care with a doctor or medical professional, (i.e.: type II diabetes), must provide documentation at the onset of treatment. Subsequent absence(s) due to the nature of the illness or follow-up care will be considered excused. Families must give the reason for the absence(s) due to the nature of the illness or follow-up care.
- ***Appointments:*** All students are expected to attend school. Appointments with doctors, dentists, etc. should be made at times other than during school hours.

- *Absence and school-related activity:* Students absent due to illness or suspension on the day of a school-related activity (e.g., athletic event, drama, dances, etc.) may not attend that activity. Extenuating circumstances may be presented to an administrator for consideration.

Unexcused Absences

Every absence is considered “unexcused” unless a phone call by the parent/guardian has been received stating the specific reason for the absence by the attendance office. For an absence that is one or more days in length to be considered excused, a note from a doctor or medical professional must be received within 3 days of the absence. Student absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences. Please note: Parental/guardian permission in and of itself is not recognized as a legitimate reason for absence.

- Only absences that count as excused are those for which we receive a doctor's note. Any absences for which the parent tells us or sends a note will be marked "verified" but do not count as excused in official state records.
- If students are sick, then they should stay at home. If they have a contagious condition they may not be in school. If your child is sick, please notify the school office by 9:00 AM. Children who come to school sick with fever will be sent home. Parents must be available to pick up their sick children and provide a physician's note upon the child's return to school. Students who are well enough to be in school are expected to participate in all activities (including physical education, recess, etc) unless a doctor's note says otherwise.
- Parents of children with chronic absenteeism and tardiness should expect the school's involvement in order to improve this record. A number of interventions for truancy includes mandatory parental meeting, student make-up time, and other interventions as determined by the Head of School.
- If you know that your child will miss school, please write a letter to the Head of School, listing dates that your child will miss and the reason for the absences.
- Families should not plan vacations while school is in session for the reason that a vacation is considered an unexcused absence. If circumstances arise which make time away from school a necessity, you must consult with your child's teacher and the Head of School.

Truancy:

The school is responsible for regular attendance data monitoring of all students, early identification of emerging truant behavior, and holding families accountable when collaborative efforts to improve attendance are unsuccessful.

In accordance with school policy, any student who is absent for **ten (10) consecutive school days** without verified, excused documentation will be considered to have forfeited their seat at the school. In such cases, the student's enrollment may be withdrawn, and the seat may be offered to another student on the waiting list. Families seeking re-enrollment will be required to follow the school's admission process and are not guaranteed reinstatement.

The school will make reasonable efforts to contact families prior to any withdrawal, including phone calls, written notices, and outreach to ensure that parents or guardians are aware of the attendance requirements and available support.

Dismissal:

Please note that **all students will only be released to adults who are on the emergency contact form.**

As mandated reporters, the school reserves the right to deny access to dismiss students if the adult picking up seems to be inebriated or under the influence of any substance that may endanger the child's safety.

For bus students: If you plan to pick up your child at dismissal instead of having them ride the bus, as an exception, you must send a note to the teacher with the child or call the school by 1PM. Pickup must be by 2pm on Mondays and by 2:30pm Tuesdays-Fridays.

For students that get picked up: Please send a note with your child to inform the teacher and pick your child up by 2pm on Mondays and by 2:30pm Tuesdays-Fridays.

Attendance and Academic Achievement Guidance

As per the Rhode Island Department of Education's (RIDE) *Attendance and Academic Achievement Guidance*, NMPCS will provide early and ongoing support to students who are struggling with both attendance and academic performance. However, when a student remains **chronically absent** and **significantly below grade level** after multiple outreach efforts and documented school interventions, **grade retention will be strongly considered.**

Students are considered **significantly off-track** when they:

- Are on track to miss at least ten percent (10%) of the school year (approximately 18 days), **including time missed due to absences, tardiness, and early dismissals**; and
- Are performing below grade-level expectations in both English Language Arts (ELA) and Mathematics based on state and local academic performance measures.

This policy aligns with RIDE's emphasis on intervening early, engaging families, and ensuring that all available supports are utilized before retention decisions are made.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

NMPCS is committed to ensuring that all students have the resources that they need to be to achieve at high levels academically and social-emotionally. Thus, NMPCS offers a full array of evaluation and support services including, but not limited to the following:

Evaluations	Support Staff
• Educational Evaluation • Functional Behavior Assessments • Speech therapy evaluation • Occupational therapy evaluation • Physical therapy evaluation	• Special educators • English language development teachers • School Counselor • Social Worker • Speech/Occupational/ Physical Therapists • Paraprofessionals

Evaluations for Special Education:

At any time, a parent may refer a child to special education and request that their child be evaluated to determine eligibility for special education services. All parental requests should be made in writing to the Director of Special Education. All requests will be responded to within five (5) school days. Parent participation is critical in the determination of eligibility for special education and in the development of an IEP. Reasonable efforts will be made to schedule meetings such that parents have the opportunity to participate. Parents may also participate by phone if unable to attend the meeting.

Eligibility for Special Education:

In order to be eligible for special education services, a student must meet all of the following criteria:

- a. The student has a documented disability.
- b. The disability is leading the student not to make effective progress in the general education program.
- c. The student requires specifically designed instruction or related services (examples include, special education instruction or speech therapy, or) in order to make effective progress.

If determined eligible, an Individualized Education Program (IEP) meeting is conducted,

an IEP is developed and special education and related services are made available to the child in accordance with an IEP within fifteen (15) school days of the eligibility determination.

Individualized Education Plan (IEP):

The IEP is a legal document that identifies the services and accommodations that are necessary for students to make effective progress.

An IEP is reviewed every year by a team including the student's teachers, any specialists or service providers involved in the student's education, the parent(s)/guardians, and the student if the student is of an appropriate age to participate.

504 Accommodation Plan:

Section 504 of the Rehabilitation Act of 1973 ensures that a student with a disability has equal access to education through accommodations for that scholar. This process is separate and apart from the special education process. However, if a student is found not to need special education, a 504 Plan may also be considered. A 504 Plan is a legal document, which is usually, though not always, designed to provide a student with classroom accommodations. In order to be eligible for a 504 plan, a student must have a disability which "substantially limits one or more major life activities," such as learning. The student may still be making effective progress in the general education curriculum but may also require a 504 Plan.

Counseling:

NMPCS employs two full time School Counselors and a Social Worker to meet the mental health and social-emotional needs of students. NMPCS also partners with outside agencies, such as Providence Community Health Center, to offer counseling services to students offsite. Any parent may request services at any time. Families may reach out to the school social worker to obtain a service referral form. Any questions regarding the mental health services NMPCS provides can be directed to our Program Director.

Homeless Education Act:

The McKinney-Vento Homeless Education Act is the federal law that entitles children who are homeless to a free, public education and requires schools to remove barriers to their enrollment, attendance, and success in school. All homeless students have a right to receive an equitable level of services as those provided to other children, including transportation, educational services, and nutritional and health services without discrimination. NMPCS is committed to ensuring that homeless students receive a wide array of services to support their education and their success in life. Please contact the Head of School if you have any questions or require more information.

Multilingual Learners:

NMPCS will work with families to ensure that all students, regardless of their home language, develop English proficiency, content knowledge, and academic language

skills to prepare them for success in all classes. Students who speak languages other than English at home will be evaluated when they begin at NMPCS to determine their level of English fluency. Rhode Island State Law requires that all multilingual learners receive Sheltered English Immersion unless the parent signs a waiver. Sheltered English Immersion involves English language development taught by an ESL or Bilingual Dual Language certified teacher.

Students whose primary language is not English have equal rights of access to all academic and non-academic components of the NMPCS experience.

NMPCS will ensure that all parents receive written and oral communication from the school in their home language if they are not comfortable with communication in English. This includes any necessary translation of vital documents or interpretation services.

Every Student Succeeds Act (ESSA):

The Every Student Succeeds Act is a federal law that entitles children who enter into foster care with specific rights in regards to continuing their education in a stable way. This legislation requires schools and the Department of Children, Youth, and Families to work together to keep children in the same school they were attending when their living arrangements changed due to placement in foster care, so long as remaining in that school is in the scholar's best interest. Please contact the Head of School if you have any questions or require more information.

CODE OF CONDUCT

Student learning is the heart of Nuestro Mundo Public Charter School. At NMPCS, we subscribe to the *Responsive Classroom* approach to discipline. Our goals are to:

- Establish a calm, orderly and safe environment for learning
- Help children develop self-control and self-discipline
- Teach children to be responsible, contributing members of our learning community
- Promote kind, healthy, and respectful staff-student and student-student interactions
- Create a school culture where students develop empathy, acceptance, and a growth mindset

We believe that discipline can be taught and children learn best when they are actively constructing their own knowledge. Students learn about mindfulness and other specific tools to help self-regulate and increase focus.

School Norms

Norms are connected to students' and teachers' goals for academic and social-emotional learning. Classroom norms are created collaboratively between students and teachers in the early weeks of school. Students learn why rules exist and their role in keeping everyone safe and helping them achieve their learning goals.

Our four primary school-wide norms are the following:

- **Be safe**
- **Be kind**
- **Be respectful**
- **Be responsible**

More specific expectations for each of these norms are the following:

Be safe:

- We keep our hands, feet, and objects to ourselves. Any type of hitting, pushing, fighting, or throwing objects is unacceptable and will not be tolerated.
- We use class materials (scissors, chairs, manipulatives, etc.) safely.
- During transitions we walk and follow directions.
- We follow school safety procedures (e.g., fire drills, lockdown drills, etc.)

Be kind:

- We use kind words when speaking to each other and to the adults.
- We help and support each other while working together.
- We share school materials and equipment.

Be respectful:

- When a teacher, staff member, or one of our classmates is talking, we listen.
- We use language that is appropriate for the school setting.
- We pay attention to directions and instruction in the classroom.
- We respect all people, particularly those who may be different from us.

Be responsible:

- Everyday we come to class prepared and ready to learn
- Everyday we give our best effort and ask for help when something is confusing/challenging
- We take care of our things, those of classmates, and all school property
- When we are finished working on an assignment or project, we clean up our work area.

Levels of Infraction

When a student has a minor infraction against school norms, it is expected that the classroom teacher addresses the infraction within the classroom, providing explicit feedback on why the behavior is inappropriate. This type of infraction is known as a **level 1 infraction**. Three response strategies that are especially effective for level 1 infraction when used before misbehavior escalates are: visual and verbal cues, increased teacher proximity, and logical consequences.

Level 2 infractions are more serious infractions that involve the health and safety of students. Any situation where a student willfully harms another student or is destructive to school property should be referred to the administration for problem solving with the student using a disciplinary referral form. Level 2 infractions may also entail repetitive infractions that have been previously addressed by the classroom teacher, but there has not been a change in behavior. All level 2 infractions will involve parent/guardian communication.

Character Education

At NMPCS we are deeply committed to our students' social-emotional well-being, and as part of that commitment, we must include character education as a key component of the curriculum. Through programs/structures such as *Responsive Classroom*, we aim to help students, staff and families learn and model ways to treat each other and ourselves with respect. Students receive character education lessons at all grade levels.

Conflict Mediation

When children need redirection and/or need to regain control, our staff uses strategies to respectfully stop the behavior and restore positive behavior as quickly as possible. Staff members strive to be "warm demanding," i.e., kind and consistent while explicitly teaching strategies for conflict mediation. They also seek to understand the underlying cause or motivation for the behavior.

We use conflict mediation to provide students with the tools necessary to solve conflicts. The purpose of conflict mediation is to help students reflect, problem-solve and learn from the choices they make and to improve/repair any negative impact of their actions. Strategies used by staff may include verbal reminders, a required break from an activity, cleaning or repairing something that has been broken or damaged, a written reflection and plan for improving the situation in the future, conference with the teacher, conference with the Dean of Culture and/or Head of School, phone or in-person conference with parents/ guardians, or other reasonable interventions as needed.

Students get a “fresh start” at the beginning of each day. When a negative or harmful behavior pattern emerges, we work with students and families to create an individual behavior plan to address behaviors that are negatively impacting the school setting and the student’s school experience. Equally important in developing such a plan will be giving the support that the student needs and ongoing opportunities to make better choices.

Serious disciplinary infractions may result in suspension. The goal at Nuestro Mundo is to keep all students in school and work on remediation and problem solving in the school setting. We use “in house” suspension as necessary. Students may be suspended from attending school for a partial day, a full day, or up to 10 days. Suspended students will have a conference with the Dean of Culture and/or the Head of School before serving a suspension from school. Parents/ Guardians of suspended students will be notified in advance of the serving of the suspension. During the period of suspension students will also be required to complete missed assignments. The student and a parent/guardian are required to meet with the Head of School for a “re-entry conference” before returning to class following a suspension.

Communication Home

We recognize the importance of timely communication between home and school in order to maintain a safe and caring environment that promotes and encourages learning. Classroom teachers have the primary responsibility of informing parents/guardians of most student incidents. The Head of School will inform parents/guardians of more serious incidents. However, less serious incidents will be handled by school staff and do not require parent/ guardian notification.

If a serious event takes place, it is the expectation that parents/guardians respond to phone calls/texts/email within a reasonable amount of time (preferably within 60 minutes of being notified).

If it is required that a parent/guardian/ or other authorized adult come in to pick up the student due to acts/events that put the student or others safety at risk, the expectation is that someone is able to come to the school within 30 minutes of being notified.

Specific Norms

In order to maintain a safe, clean and respectful learning environment, **Nuestro Mundo Public Charter School prohibits the following:**

- The possession, use, or display of any weapon or dangerous item on school property or at any school-sponsored activity is strictly prohibited. This includes, but is not limited to, **real, fake, or imitation weapons (including water guns or toy guns), tasers, pepper spray, any type of knife (including pocket knives, utility knives, or plastic knives), ammunition, firearm components, explosives, fireworks, or any object that could reasonably be used to threaten, intimidate, or cause harm to others.**
- Possession, sale, or use of drugs, alcohol, or tobacco
- Theft
- Fighting: physical fighting, assault, or battery of any kind
- Bullying of any kind is unacceptable and will NOT be tolerated. Bullying is defined as a pattern of harassment where a student(s) is/are targeted. The bullying student is subject to more serious disciplinary action. Bullying includes but is not limited to the following:
 - Physical acts
 - Verbal acts
 - Non-verbal acts
 - Cyber-bullying
- Any incidents of bullying via the computer, cell phones, or related media (e-mail, blogs, web sites, instant messaging, pictures/photos, text messaging, etc.) which affect student relationship/behavior within the school building are subject to disciplinary action. This applies to messaging which takes place outside of school, as well as any prohibited messaging which might take place within the school.
- Harassing, threatening, or intimidating a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- Disrespect toward a peer or an adult (cursing, name calling, etc.)
- Defiance of school staff, i.e., refusal to listen to specific directions, disregard for classroom norms
- Sexual harassment of any kind
- Arson
- Vandalism or intentional damage to school property, including writing, drawing, carving, or placing graffiti on walls, bathrooms, furniture, books, technology, or other school property, is prohibited. Students may be required to restore or pay for damaged property and may be subject to disciplinary action.
- Inappropriate displays of affection
- Selling or buying items at school
- Gambling
- Forgery (of parent notes, etc.)
- Any type of negative racial, religious, ethnic, gendered, or appearance slurs or statements

PHYSICAL RESTRAINT POLICY

NMPCS complies or attempts to comply, in all respects, with the *Rhode Island Board of Education's Regulations Governing Physical Restraint and Crisis Intervention* (hereinafter "Physical Restraint Regulations.") NMPCS incorporates the Physical Restraint Regulations by reference. To the extent that any of the foregoing conflicts with the Physical Restraint Regulations, the terms outlined in the latter shall govern.

At NMPCS, corporal punishment is prohibited. Therefore, these procedures ensure that every NMPCS student is free from unreasonable and unnecessary physical restraint and that physical restraint is used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate. NMPCS has established the procedures described in this policy for the purposes of:

- a. promoting student safety and preventing student violence, self-injurious behavior and suicide, including de-escalation of potentially dangerous behavior that may occur with an individual student or among groups of students;
- b. establishing effective crisis intervention practices and, when necessary ensuring safety, and appropriate physical intervention procedures;
- c. keeping the entire NM community informed regarding these procedures as well as preventive interventions, de-escalation, types of restraints and related safety considerations, administering physical restraint in accordance with behavioral intervention plans and/or known medical or psychological limitations;
- d. identifying staff who are authorized to serve as a school-wide resource to assist other staff in proper administration of these practices, and provide these staff with advanced training beyond the basic information provided to

- all staff;
- e. reporting crisis intervention/physical restraint incidents to parents, the NMPCS administration and Board of Trustees, and RIDE.

Emergency Situations

NMPCS is committed to maintaining a safe school environment. While the procedures contained herein govern the use of physical restraint, they do not prohibit any NMPCS teacher, employee, duly **authorized** volunteer, or agent from using reasonable force to protect students, other persons or themselves during emergency situations.

For the purposes of this policy, an **emergency** is defined as a situation reasonably anticipated to bring imminent, serious physical harm.

Annual Professional Development / Training

The Head of School shall review the procedures described in this policy prior to the start of each school year. Accordingly, the Head of School will revise this policy, as necessary, each year and will notify members of the NMPCS community as to the revisions. As with all sections of the NMPCS Student/Family Handbook, revisions to this policy are accessible on Nuestro Mundo's website.

On **an** annual basis, but no later than within the first month of each school year, all NMPCS administration, teachers, and staff will receive renewed training with respect to this policy, including specific training concerning any policy revisions.

Employees who are hired after that year's training shall receive training within the first month of their employment.

Physical Restraint

Physical restraint shall be used only in the following circumstances:

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

NMPCS limits the use of such force to the amount and duration necessary and reasonable to protect a student or another member of the school community from assault or imminent, serious physical harm.

In the event that physical restraint becomes necessary:

1. Every attempt should be made to alert additional school personnel for observation and/or assistance.
2. Only the safest and least forceful physical restraint methods are to be used.
3. Every effort should be made to isolate the restraint situation, to avoid prolonging or escalating the situation.
4. In all instances where physical restraint is used, the Head of School shall immediately attempt to notify the parents/guardians of the physically restrained student to inform them of the situation.
5. If the duration of a physical restraint is prolonged (defined as more than 20 minutes in duration), or if the restrained student becomes deliberately and dangerously assaultive, the Head of School shall notify the restrained student's parents/guardians and require them to remove the restrained student from school or a school-related event as soon as possible to avoid further danger. If they are unable to pick up the student, emergency response services will also be contacted.
6. If the student exhibits suicidal or homicidal indicators, the Head of School shall notify the local law enforcement department, after attempting to notify the restrained student's parents/guardians.
7. The student should be released slowly from the restraint, in stages, to ensure that she/he has regained self-control and no longer presents an apparent danger.
8. Any injury occurring during a restraint must be treated immediately by the school nurse. Injuries, including photographs of the injuries if available, will be recorded in the Physical Restraint Report.
9. As soon as possible following the incident, but no later than the next school day, the staff member(s) who administered the restraint will document the incident in a Physical Restraint Report and provide a copy of the report to the Head of School. The Head of School shall provide a copy of the report to the NMPCS Board of Directors.

Physical Restraint Prohibitions

Physical restraint is prohibited as follows:

1. As a means of punishment
2. As in any intervention which is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
3. As any intervention that denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
4. As a restrictive intervention that employs a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention when a documented part of a

- previously agreed upon written behavioral intervention plan;
5. As seclusion (unless constant surveillance and observation when documented as part of a previously agreed upon behavioral intervention plan)
 6. As any intervention that precludes adequate supervision of the student;
 7. As any intervention that deprives the student of one or more of his or her senses.

Restraint Safety Procedures

1. Restraint is administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student is released from the restraint immediately, and school staff are directed to take steps to seek medical assistance.
2. Program staff must review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint/crisis intervention on an individual student.
3. Restraint is administered in such a way that the student is never at any time prevented from breathing or speaking. During the administration of a restraint, a staff member will continuously monitor the physical status of the student, including skin color and respiration. A restraint ceases immediately upon determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
4. Following the release of a student from a restraint, the following procedures are implemented:
 - Appropriate staff will review the incident with the student, as appropriate, to address the behavior that precipitated the restraint;
 - The Head of School will review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed and consider whether any follow-up is appropriate for the student and for students who witnessed the incident.
 - The Head of School will review the incident with the student and consider whether any follow-up is appropriate for the student and for students who witnessed the incident.

School personnel will discuss with the parent/guardian of the restrained student (or meet in person at the parent/guardian's request) to determine whether the student requires a behavioral intervention plan as part of the his or her education program, or, if one already exists, whether that plan needs to be modified or adjusted.

Authorized Staff

Only trained personnel authorized by NMPCS may administer physical restraint/crisis intervention with students. Whenever possible, the administration of a physical

restraint/crisis intervention shall be witnessed by at least one adult who does not participate in the restraint. This training requirement does not preclude any teacher, employee, duly authorized volunteer, or agent of NMPCS from using reasonable force necessary to protect students, other persons, or themselves from imminent, serious physical harm.

The following staff have received advanced training in the use of crisis intervention/physical restraint and are authorized either to administer restraint or to also serve as a school-wide resource to assist staff in ensuring proper administration of crisis interventions and physical restraint:

Crisis Team Trained in Restraint	Designation/Authorization/Role
Danira Vasquez Katie Cardamone Erroll Lomba Vaugh Martin Ralph Toribio Rachel Gibb Rossana Lopes	Superintendent Program Director Student Support Specialist Culture Mentor School Counselor/Dean of Culture (K-5) Health/PE School Counselor/Dean of Culture (6-8)

Reporting Instances of the Use of Physical Restraint/Crisis Intervention

As soon as possible, but no later than 24 hours from the time of physical restraint, the staff member who administers a physical restraint/crisis intervention shall submit a written report to the Head of School, using the reporting format contained at the end of this policy. The Head of School shall provide a copy of each written report to the Board of Directors,

The Office of the Head of School maintains an ongoing written record of all reported instances of physical restraint. As soon as practicable after the restraining incident, but no later than 2 days after each incident, the Head of School will attempt to notify the parents/guardians of the restrained student by phone, using all telephone numbers in the school's records. If the Head of School is unable to communicate with the parents/guardians by phone, the Head of School shall send an email notification and a standard letter to the parent/s guardians,

All written reports shall contain the information contained in the appropriate Report Template associated with this policy.

At the end of every school year, NMPCS shall submit a report regarding all incidents of the use of physical restraint/crisis intervention to RIDE.

Procedures for Investigating Complaints

All investigations will be conducted by the Head of School, and/or his/her designees, in

accordance with NMPCS's due process, grievance, and complaint policies and procedures.

ANTI-BULLYING POLICY

Definitions

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

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

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

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber-bullying offender(s) and the bullying victim(s).

Cyberbullying means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications.

Forms of cyber-bullying may include but are not limited to:

- a. The creation of a web page or blog in which the creator assumes the identity of another person;
- b. The knowing impersonation of another person as the author of posted content or messages; or
- c. The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

At school means:

- a. on school premises,
- b. at any school-sponsored activity or event whether or not it is held on school premises,
- c. on a school-transportation vehicle,
- d. at an official school bus stop,
- e. using property or equipment provided by the school, or
- f. acts which create a material and substantial disruption of the education process or the orderly operation of the school.

School Climate

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute ([§§16-19-1](#)). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School faculty, administration and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

Policy Oversight and Responsibility

The Head of School shall be responsible for the implementation and oversight of this bullying policy.

The Head of school shall provide the School Board with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

For public schools, the prevention of bullying shall be part of the school district strategic plan ([§ 16-7.1-2\(e\)](#)) and school safety plan ([§16-21-24](#)).

Information Dissemination

The Head of school shall ensure that students, staff, volunteers, and parents/legal guardians are provided information regarding this Policy. This information shall include methods of discouraging and preventing this type of behavior, the procedure to file a complaint, and the disciplinary action that may be taken against those who commit acts in violation of this policy.

This policy shall be:

- a. Distributed annually to students, staff, volunteers, and parents/legal guardians
- b. Included in student codes of conduct, disciplinary policies, and student handbooks
- c. A prominently posted link on the home page of the school/district website

Reporting

The Head of school shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon (See attached sample Report Form).

The victim of bullying, anyone who witnesses an incidence of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

Any student or staff member who believes he/she is being bullied should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Parents/Guardians of the victim of bullying and parents/ guardians of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of bullying, the parents/ guardians of the child will be notified immediately by the Head of School

Responsibility of Staff

School staff, including volunteers, who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action.

Responsibility of Students

Students who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action. The victim of bullying, however, shall not be subject to discipline for failing to report the bullying. Student reports of bullying or retaliation may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Prohibition against Retaliation

Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying shall not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

False Reporting/Accusations

A school employee, school volunteer or student who knowingly makes a false accusation of bullying or retaliation shall be disciplined in accordance with the school behavior code.

Reports in Good Faith

A school employee, school volunteer, student, parent/ legal guardian, or caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying.

Investigation/Response

The Head of School shall promptly investigate all allegations of bullying, harassment, or intimidation. If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations.

The investigation will include an assessment by the school psychologist and/or social worker of what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

Police Notification

Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Protection

If a student is the victim of serious or persistent bullying:

- a. The Head of School will intervene immediately to provide the student with a safe educational environment.
- b. The interventions will be developed, if possible, with input from the student, his or her parent/ guardian, and staff.
- c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

Disciplinary Action

The disciplinary actions for violations of the bullying policy shall be determined by the school/district appropriate authority. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior.

The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:

- a. Admonitions and warnings
- b. Parental/ Guardian notification and meetings
- c. Detention
- d. In-school suspension
- e. Loss of school-provided transportation or loss of student parking pass
- f. Loss of the opportunity to participate in extracurricular activities
- g. Loss of the opportunity to participate in school social activities
- h. Loss of the opportunity to participate in graduation exercises or middle school promotional activities
- i. Police contact
- j. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

Social Services/Counseling

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

Social Networking

Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

Other Redress

This section does not prevent a victim of bullying, cyber-bullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

VOLUNTEERING

There are many ways parents, grandparents, and community members can support the students and staff in our school community. NMPCS has an open-door policy for those who want to spend time volunteering in various capacities within the school. We welcome parents/guardians to join classroom activities, chaperone field trips, visit the classroom as a guest speaker, and share aspects of their culture with students.

Below, please find examples of various volunteer opportunities in our school community:

- Helping your child be successful by monitoring homework practices
- Attending parent organized meetings: these can be led by groups such as the NM Family & Community Engagement Committee
- Listening to or reading stories to groups of students

- Helping in any classroom with a specific activity
- Putting up displays or bulletin boards in classrooms or hallways
- Typing stories or other student work
- Participate in fundraising and community outreach programs
- Helping teachers make various teaching tools for students (flashcards, minibooks, etc.)
- Working with students on teacher-planned activities (centers, practicing math facts, etc.)
- Volunteering to share a talent (cooking, sewing, construction, music, art, gardening, keyboarding skills, languages other than English, reading, etc.)
- Volunteering to present to a class or the school about your profession
- Contacting community members to share or present at our school
- Organizing classroom materials, cupboards, files, storage areas etc.
- Work on school beautification projects (plant flowers, hang signs and banners, decorate the teacher's lounge or visitor waiting areas, create bulletin boards)
- Help plan after school enrichment opportunities/clubs for students

If you'd like to discuss volunteer opportunities or see an area where you could be of some help, talk to your child's teachers or contact our Family Liaison, Marybel Martinez mmartinez@nmpcs.k12.ri.us

Volunteer Check-In Procedures:

All visitors, including volunteers, must sign in at the reception desk. After signing in, all volunteers will receive a visitor sticker to display while in the building.

Also, volunteers are asked to sign out at the reception desk when leaving for the day.

As per RI law, all volunteers must provide a background check. ([§16-2-18.4](#))

NUESTRO MUNDO PUBLIC CHARTER SCHOOL COMPACT 2026-2027

This compact is established to unite the families and educators of Nuestro Mundo towards the common goal of preparing students to be global citizens and stewards of our environment. Using a multilingual and multicultural lens, our students have the knowledge and skills to realize empathy and connect with a larger global audience. This compact will be reviewed annually in the fall for current families to provide feedback and improve practices continually.

STAFF	STUDENT	FAMILY
As a NMPCS employee, I agree to: 1. Ensure that academic, social, and project time is both academically rigorous and culturally responsive. 2. Make the school a safe, warm and hands-on environment by consistently reinforcing school Values: <i>Take care of myself, Take care of others, Take care of our school resources.</i> 3. Communicate regularly with families regarding their child's social and academic performance through progress reports, report cards, family conferences, telephone contact, and by welcoming families to the school. 4. Constantly monitor the strengths, weaknesses, and progress of the whole child, both academically and emotionally. We will provide extra support where needed.	As a NMPCS student, I agree to: 1. Be a global citizen by appreciating and seeing the cultures of others as assets 2. Take care of myself, others, and resources in our school community and environment. 3. Show passion for learning, growing and working hard to solve problems in the local and global community. 4. Show self-awareness by making appropriate choices about my behavior and my work. _____ Student's Signature _____ Date	As a NMPCS family, we agree to: 1. Ensure that my child arrives at school on-time and attends school regularly. I have read the attendance policy in the NMPCS Family Handbook and understand the school's policy regarding lateness, early dismissals, excused and unexcused absences. 2. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the NMPCS Family Handbook. 3. Make the school a safe space by supporting and modeling the school's values of global citizenship and taking care of the environment. 4. Communicate regularly with my child's teachers regarding academic and behavioral performance. I will attend as many events as I can at the school including family conferences.

Teacher's Signature _____		Family Signature _____
Date		Date

HEALTH AND WELLNESS

As part of the total learning environment, NMPCS promotes a healthy school environment by supporting wellness, good nutrition, and regular physical activity. Nuestro Mundo will provide a learning environment for developing and practicing lifelong wellness habits. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high-added fat, high-added sugar, and low nutrient foods to support school programs. All foods available on school grounds and at school sponsored activities during the instructional day should meet or exceed the USDA's nutritional standards. **Candy, gum, soda, caffeine, and other intake of minimal nutritional value are prohibited during the school day.** These items should not be brought to school for regular consumption or distribution, as they do not align with the school's commitment to promoting healthy eating habits. **Gum is not permitted at any time during the school day due to health, safety, and cleanliness considerations. For safety reasons, glass containers (including glass Tupperware, jars, and bottles) are not permitted on school property.** We strive to provide more opportunities for students to engage in physical activity. Our quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity is oftentimes included in our daily education program as well as after school activities. We will always consider the critical role student health plays in their academic stamina and performances. The school's environment will ensure students' basic nourishment and activity needs are met. We have a school wide Wellness Committee that meets quarterly and reviews the implementation of the policy.

Student Illness Guidelines:

The following guidelines will be observed for the respective illnesses:

Illness:	Student May Return to School When:
Fever over 100.4 degrees	Fever free for 24 hours without medication
Diarrhea/Vomiting	Free from diarrhea and vomiting for 24 hours

• Pink Eye	• 24 hours after start of antibiotic
• Strep Throat and Scarlet Fever	• 24 hours after start of antibiotic
• Common cold symptoms	• Keep students home if fever is above 100.4 degrees, sore throat, excessive cough, and/or large amount of nasal drainage.
• New onset rash	• Must be cleared by a medical professional if it does not subside within 24 hours.

*This list can/may be updated as needed by the school nurse/ Rhode Island Department of Education (RIDE).

Student Accident Reports:

All serious accidents will be reported to a parent/guardian of an injured student. If a child requires immediate medical attention, the school nurse may first call 9-1-1, before contacting a parent/guardian. If a student is on a field trip when an injury or accident occurs, the responsible accompanying adult will contact the NM school nurse to discuss next steps.

Medication:

Over the Counter Medication

NMPCS will administer over the counter medication only when approved by a child's parent/guardian, under the discretion of the school nurse teacher. A signed parental consent form must be provided to the school nurse before medication will be dispensed. A limited supply of common medications (Acetaminophen, Ibuprofen, Benadryl) will be available in the Health Office for the treatment of unexpected ailments during the school day to be administered under the discretion of the school nurse teacher and with the parents' written permission. Over the counter medication that is not supplied by the school will require a doctor's order obtained by the parent/ guardian, the medication in its original packaging, and any school forms needed.

All medication must be stored in the health office and will be dispensed by the school nurse only. All medication must be in the original labeled package and must be delivered to school by the parent/guardian. The parent/guardian gives permission to the school personnel to contact the prescribing physician regarding any questions pertaining to the medication. The parent/guardian gives permission to the school nurse to share with appropriate school personal information relative to the medicine as she determines necessary for the health and safety of the child. Please note all medication will be destroyed if not picked up within one week following termination of the order or by the last day of school.

Prescription Medication

NMPCS will only administer prescription medications during school hours as prescribed by a licensed physician. If possible, all medication will be prescribed to be given at home. A written doctor's order, signed parental consent, and release of information form must be provided to the school nurse before medication will be dispensed. Prescription medication must be provided to the school nurse in the original pharmacy labeled container and must be delivered to school by the parent/guardian. All medications must be stored in the health office and will be dispensed by the school nurse, except for students approved for self-administration by the school nurse, the parent, and prescribing physician. For school sponsored field trips, accommodations will be made for safe administration of prescribed medications if the parent is unavailable to attend the school trip, the dose cannot be skipped, and the child is unable to self-administer. The parent/guardian gives permission to the school personnel to contact the prescribing physician regarding any questions pertaining to the medication. The parent/guardian gives permission to the school nurse to share with appropriate school personal information relative to the prescribed medicine as she determines necessary for the health and safety of the child. Please note all medication will be destroyed if not picked up within one week following termination of the order or by the last day of school.

Guidelines for EMT Outreach:

The following general guidelines will help clarify the situations that may necessitate outreach to emergency services in response to a specific student injury. Please note, these guidelines are not exhaustive and all-encompassing, and circumstances may dictate alternative action. The following conditions/injuries are examples of occasions necessitating the need to contact emergency services:

- ❖ Head injury
- ❖ Seizure
- ❖ Allergic reaction requiring use of Epi-pen
- ❖ Inability or difficulty breathing
- ❖ Chest pains
- ❖ Excessive bleeding
- ❖ Excessive and prolonged pain
- ❖ Loss of consciousness
- ❖ Broken bones
- ❖ Deep cuts

Wellness Policy/Rationale:

NMPCS's school nurse and its administration are responsible, together with the Wellness Committee, for implementing NMPCS's Wellness Policy. Research proves that healthy children are better prepared to learn in school. NMPCS, in compliance with federal and state laws, promotes regular physical activity, good nutrition and wellness, as part of the total learning environment. NMPCS supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the

support and promotion of good nutrition and physical activity. Food within the school environment should support classroom nutrition lessons. Improved health optimizes student and staff potential for academic performance and helps ensure that no child is left behind.

Peanut and Tree Nut Allergies:

Rhode Island General Law 16-21-32 ensures that schools have both the responsibility and authority to do what is necessary to protect students with life-threatening food allergies, without creating undue burdens for schools with students needing only limited or no protective measures. In keeping with this statute,

Families:

- **When bringing treats for student celebrations (e.g., cupcakes) a label containing the ingredients is required and it must clearly state, "made in a nut free facility, tree nut/ peanut free, or verbiage to that effect."**

NMPCS will:

- Post a notice within the school at every point of entry and within the cafeteria providing notice that a student in the school has an allergy to peanuts/tree nuts;
- Prohibit the sale of peanuts/tree nuts, peanut butter and other peanut-based products in the school cafeteria;
- Ensure all food items provided for classroom celebrations are nut free;
- Provide an, "OPT OUT" option to promote safe inclusion.

The notice shall not identify the individual student(s). NMPCS shall include the development of an Individual Health Care Plan (IHCP) and of an Emergency Health Care Plan (EHCP) for each student identified with a peanut/tree-nut allergy with potentially serious health consequences.

When a student has been identified with a peanut/tree-nut allergy with potentially serious health consequences, in accordance with the local policy, the school is required to develop and sign an IHCP and an EHCP for the student. This will be done by the school nurse in collaboration with the student's health care provider, the parents/guardians of the student, and the student, if appropriate. Depending on the nature and extent of the student's allergies, measures listed in these plans may include, but are not limited to:

- Posting additional signs (e.g. in classroom entryways); .
- Prohibiting the sale of particular food items in the school; .
- Designating special tables in the cafeteria;
- Prohibiting particular food items from certain classrooms or the cafeteria; .
- Completely prohibiting particular food items from the school or school grounds; .
- Educating school personnel, students, and families about food allergies; and/or .
- Implementing particular protocols around cleaning surfaces touched by food products,
- washing of hands after eating, etc..

- Implementing a protocol, consistent with the IHCP and EHCP to protect the health and safety of the allergic student while he or she is attending school or participating in school-sponsored activities.

SCHOOL MEAL PROGRAM

NMPCS offers all students nutritional meals daily. The school contracts with Encore Catering RI of Warwick, who follow USDA and CACFP guidelines to meet or exceed the individual nutrient needs.. Nutritious, well-balanced meals are pre-packaged and served on campus. Breakfast is served between 8:05 and 8:20 am each day. Lunch is a 20 minute period that is specific to each grade level. Sharing food with other students is prohibited in order to minimize the spread of viruses and the risk of allergic reaction.

Meal Applications:

Families who receive a Notice of Direct Certification at the beginning of the school year are not required to complete a Free/Reduced Meal Application. All other families are requested to complete and return an income survey at the beginning of each school year. REMEMBER: only one application per family is necessary. At any time during the school year, if income/circumstances/family size should change, you can request another application, complete with new information, and submit it to the NMPCS Operations Associate. For the 2026-27 school year, our school qualifies for the Community Eligibility Provision (CEP). As a result, all breakfast and lunch meals will be free of charge.

Ordering and Payment System:

NMPCS uses an online application known as EZ School Apps as a means for families to order all meals for their students. The login may be found at [this link](#). The monthly menu of breakfasts and lunches to be served will be posted online through the app at least a week before the following month. During that period, the parent/guardian may choose the meals for his or her student for any/all days of that month. A meal will not be served to a student unless the parent/guardian has pre-ordered it online.

TECHNOLOGY/ACCEPTABLE USE POLICY

(In accordance with Children's Internet Protection Act [CIPA] and Rhode Island General Law 16-21-33 and 16-21-34)

Purpose:

NMPCS shall provide access for employees and students to technology resources, including access to external networks, for educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of our technology resources is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The technology resources will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring

new skills through a broader exchange of information. The technology resources will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Electronic Use:

Students may bring cell phones, tablets, music players, and other portable electronic devices to school or school-sponsored activities; however, these devices may not interfere with instruction, classroom activities, or the learning environment.

Unless a teacher or staff member gives permission for instructional use, all personal electronic devices must be turned off, kept out of sight, and stored in the designated classroom location during the school day. Students who need to contact a parent or guardian may use a school telephone with staff permission.

Unauthorized use of a cell phone, tablet, smartwatch, or other electronic device may result in the device being confiscated by a teacher or other school official.

Students may not use school computers, tablets, personal devices, or the NMPCS network without appropriate adult supervision. Teachers and staff will select internet resources that are suitable for the instructional purpose and appropriate for the students' age, maturity, and ability level.

Smart Glasses and Wearable Recording Devices

The use or possession of smart glasses or other wearable devices equipped with cameras, microphones, or recording capabilities is prohibited on school grounds during school hours unless specifically authorized by school administration for educational or medical purposes. Any unauthorized use may result in confiscation of the device and disciplinary action.

Acceptable Uses:

- Access to any website that provides information relevant to current class assignments
- Access to websites that have been approved for research purposes
- Use of teacher approved educational software or applications (games, instructional tools, etc.)

Prohibited Uses:

The NMPCS network is appropriately filtered per the guidelines of the Children's Internet Protection Act (CIPA) to prevent access to harmful, inappropriate, or obscene content. Use of computers and the internet at NMPCS is a privilege. Any abuse of the privilege will result in removal of that privilege. Doing any of the following actions will result in a loss of computer privileges:

- Browsing personal profile networks (including, but not limited to Facebook, Instagram, Twitter, YouTube, etc.)

- Accessing inappropriate websites (sites containing explicit material)
- Downloading of unlicensed material (pirated software, music, movies)
- Use of any Instant Messaging programs (AIM, MSN Messenger, Yahoo Messenger, G-chat)
- Any vandalism, unauthorized access, “hacking,” or tampering with/stealing hardware or software, including introducing viruses, malware, or ransomware is strictly prohibited.
- Posting/uploading photos or video footage of the NMPCS events, including students and staff on such websites as Facebook, Instagram, YouTube, etc. without express permission from NMPCS administration.

Progressive consequences will be applied for inappropriate use of technology.

SCHOOL BUS TRANSPORTATION

NMPCS provides public transportation to school for all students who live further than one mile from the school.

- The school will help families stay informed about bus transportation and will relay information regarding buses as it becomes available.
- NMPCS contracts bus service with First Student.
- Specific questions about late buses or items left on the bus should be directed to the school.

School Bus Safety:

In order to ensure that students are safe while riding the school bus, we expect all of our students to follow these bus expectations.

- Students are expected to follow directions given by bus personnel willingly and promptly, and to sit in their assigned seats.
- Students are expected to respect each other and to respect property.
- Students are expected to use inside voices and appropriate language.
- Students are expected to refrain from throwing things in, at or out of the windows of the bus.
- Students are expected to keep their hands, feet, and arms inside the bus at all times.
- Students must remain seated while the bus is moving.
- As with all matters of discipline at NMPCS, conduct on the bus is subject to administrative consequence as determined by the Head of School, which may include suspending bus transportation privileges.

Nuestro Mundo PCS Calendar 2026-27

AUGUST							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							6
2	3	4	5	6	7	8							13
9	10	11	12	13	14	15							20
16	17	18	19	20	21	22							27
23	24	25	26	27	28	29							28
30	31												
SEPTEMBER							MARCH						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
						5							6
6	7	8	9	10	11	12							13
13	14	15	16	17	18	19							20
20	21	22	23	24	25	26							27
27	28	29	30										28
OCTOBER							APRIL						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
						3							3
4	5	6	7	8	9	10							10
11	12	13	14	15	16	17							17
18	19	20	21	22	23	24							24
25	26	27	28	29	30	31							25
NOVEMBER							MAY						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
						7							1
1	2	3	4	5	6	7							8
8	9	10	11	12	13	14							15
15	16	17	18	19	20	21							22
22	23	24	25	26	27	28							29
29	30												30
DECEMBER							JUNE						
S	M	T	W	R	F	S	S	M	T	W	R	F	S
						5							5
6	7	8	9	10	11	12							12
13	14	15	16	17	18	19							19
20	21	22	23	24	25	26							26
27	28	29	30	31									27
JANUARY							MARKING TERM DATES						
S	M	T	W	R	F	S							
						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													

Color Key:

Holiday or Break/No School
Staff PD Day
Special Events

MONDAYS 8:05-2:35PM
TUESDAYS-FRIDAYS 8:05-3:15PM

Approved by NMPCS BOD on 5/19/2026
Updated 6/17/2026

2026-2027 School Year Family-School Agreement

Nuestro Mundo's mission is to *prepare students to be global citizens and stewards of our environment through the use of a multilingual and multicultural lens.*

Bilingualism and biliteracy are at the core of this mission. These are long-term goals that can take children 5-7 years to master (from K through 5th or 6th Grade) and require practice and support. To achieve these goals, parents and school must both make significant commitments to support children's language acquisition.

We ask all parents to be active partners in your child's education by making the following four commitments:

- (1) Do your best to maintain your child in our bilingual program throughout her elementary years, in order to see the full effects of the program. Your child will work hard to become bilingual, and staying for the entire program helps ensure they will succeed.
- (2) Commit to speaking to your child in your native language. This allows family members to serve as models and lets children practice hearing and speaking native speech. Research shows that when one language is learned well – whether Spanish or English – it is much easier to learn a second language.
- (3) Get involved in the Nuestro Mundo community. **Start by making sure to connect to our school via ClassDojo and receive and read the weekly newsletter email to families. The posts and emails share school weekly updates and important dates.**
- (4) Follow the “24-48 rule” for communication. To allow us to provide the best support for you and your child, we ask that you communicate your thoughts, questions, or concerns with us within 24-48 hours following the experience you would like to discuss. This will help us address issues and solve problems as quickly as possible.

Please sign below to indicate that you understand this school agreement and have received the Student/Family Handbook.

I understand and agree with the above commitment to bilingual education at Nuestro Mundo Public Charter School, and I have received and read this Student/ Family Handbook.

Name of Student: _____

Parent Signature

Date