Introduction

This compilation presents school discipline-related laws and regulations for U.S. states, U.S. territories, and the District of Columbia, and, where available, links to education agency websites or resources related to school discipline and student conduct. The discipline laws and regulations presented in this compilation have been categorized by type of specific discipline issue covered, according to an organizational framework developed by the National Center for Safe and Supportive Learning Environments (NCSSLE). For example, one major category encompasses all laws or regulations governing states or territories that mandate specific disciplinary sanctions (such as suspension) for specific offenses (such as drug possession on school grounds). The school discipline laws and regulations were compiled through exhaustive searches of legislative websites that identified all laws and regulations relevant to each specific category. Compiled materials were subsequently reviewed by state education agency (SEA) representatives in the 50 states, Washington D.C., and the U.S. territories.

Discipline categories were not mutually exclusive. Laws and regulations often appeared across multiple categories. For jurisdictions with more extensive laws covering a breadth of topical areas, relevant sections were excerpted from the larger legislative text for inclusion in the appropriate discipline category. Laws, ordered by chapter and section number, appear first within each category followed by regulations. All laws and regulations listed within categories in the compilation also appear in the sources cited section of the document, which lists laws by chapter and section number and title, and where available, includes active hyperlinks to source websites supported or maintained by state legislatures. Additional links to government websites or resources are provided at the end of this document.

Notes & Disclaimers

To the best of the preparer’s knowledge, this Compilation of School Discipline Laws and Regulations is complete and current as of March 2023. Readers should also note that the information in this document was compiled from individual sources that are created by each jurisdiction and which are maintained and updated with varying frequencies. Readers should consult the source information provided directly in order to check for updates to laws and regulations reported in this document or to conduct further research.

For further information, including definitions of the different policy categories, please refer to the Discipline Laws and Regulations Compendium posted on the Center’s website.

Prepared by:

National Center on Safe Supportive Learning Environments

Engagement • Safety • Environment
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**Codes of Conduct**

**Authority to Develop and Establish Codes of Conduct**

**LAWS**

16-2-9. General powers and duties of school committees.

(a) Unless the responsibility is otherwise delegated by this chapter, the entire care, control, and management of all public school interests of the several cities and towns shall be vested in the school committees of the several cities and towns. School committees shall have, in addition to those enumerated in this title, the following powers and duties:

(16) To establish standards for conduct in the schools and for disciplinary actions.

16-21-21. Student discipline codes.

Each school committee shall make, maintain, and enforce a student discipline code. The purpose of the code is to foster a positive environment that promotes learning. The department of elementary and secondary education shall provide necessary technical assistance in the development of the student discipline code. The school committee shall cause the school discipline code to be distributed to each student enrolled in the district. Each student and his or her parent, guardian, or custodian shall sign a statement verifying that they have been given a copy of the student discipline code of their respective school district.

**REGULATIONS**

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

F. Positive Behavioral Supports and Discipline

1. Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success.

200-RICR-30-10-2 Section 2.4. Policy oversight and responsibility.

A. The school principal, director, or head of school shall be responsible for the implementation and oversight of this bullying policy.

**Scope**

**LAWS**

16-21-33. Safe schools act.

(a) Definitions. As used in this chapter:

(1) "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:

(i) Causes physical or emotional harm to the student or damage to the student's property;

(ii) Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;

(iii) Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
(iv) Infringes on the rights of the student to participate in school activities; or
(v) 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.

(2) "Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall 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. For purposes of this section, cyber-bullying shall also include:

(i) The creation of a web page or blog in which the creator assumes the identity of another person;
(ii) The knowing impersonation of another person as the author of posted content or messages; or
(iii) 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 (i) to (v) of the definition of bullying herein.

(3) "At school" means on school premises, at any school-sponsored activity or event whether or not it is held on school premises, on a school-transportation vehicle, at an official school bus stop, using property or equipment provided by the school, or creates a material and substantial disruption of the education process or the orderly operation of the school.

**REGULATIONS**

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

D. Right to a Safe School

1. Each LEA shall ensure that students who are on school grounds before, during, and after school, during recess, and during other intermissions are appropriately supervised by adults.

**Communication of Policy**

**LAWS**

16-21-21. Student discipline codes.

Each school committee shall make, maintain, and enforce a student discipline code. The purpose of the code is to foster a positive environment that promotes learning. The department of elementary and secondary education shall provide necessary technical assistance in the development of the student discipline code. The school committee shall cause the school discipline code to be distributed to each student enrolled in the district. Each student and his or her parent, guardian, or custodian shall sign a statement verifying that they have been given a copy of the student discipline code of their respective school district.

16-21-34. Statewide bullying policy implemented.

(a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The
statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain
the following:

(12) Provisions for informing parents and guardians about the bullying policy of the school district or
school shall include, but not be limited to:

(i) A link to the policy prominently posted on the home page of the school district's website and
distributed annually to parents and guardians of students;

(ii) A provision for notification, within twenty-four (24) hours, of the incident report, to the parents or
guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying.

REGULATIONS

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.
F. Positive Behavioral Supports and Discipline

2. Each LEA shall ensure that:
   b. Students and parents/guardians are notified of district and school rules related to conduct and shall
       receive regular instruction regarding these rules. In addition, parents/guardians, and students shall be
       provided with information about early warning signs of harassing and intimidating behaviors, such as
       bullying, as well as prevention and intervention strategies.

200-RICR-30-10-2 Section 2.5. Information dissemination.
A. The school principal, director or 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.
B. This Policy shall be:
   1. Distributed annually to students, staff, volunteers, and parents/legal guardians;
   2. Included in student codes of conduct, disciplinary policies, and student handbooks;
   3. A prominently posted link on the home page of the school /district website.
**In-School Discipline**

**Discipline Frameworks**

**LAWS**
No relevant laws found.

**REGULATIONS**
No relevant regulations found.

**Teacher Authority to Remove Students From Classrooms**

**LAWS**
No relevant laws found.

**REGULATIONS**
No relevant regulations found.

**Alternatives to Suspension**

**LAWS**
No relevant laws found.

**REGULATIONS**

200-RICR-30-10-2 Section 2.8. Disciplinary action.

A. 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.

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

1. Admonitions and warnings;
2. Parental/ Guardian notification and meetings;
3. Detention;
4. In-school suspension;
5. Loss of school-provided transportation or loss of student parking pass;
6. Loss of the opportunity to participate in extracurricular activities;
7. Loss of the opportunity to participate in school social activities;
8. Loss of the opportunity to participate in graduation exercises or middle school promotional activities;
9. Police contact; or,
10. School suspension, though no student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.
Conditions on Use of Certain Forms of Discipline

Corporal Punishment

LAWS
No relevant laws found.

REGULATIONS
200-RICR-20-30-2 Section 2.2. Definitions.
A. For the purposes of these Rules and Regulations, the following terms shall have the following meaning:
   6. "Corporal punishment" means the infliction of bodily pain as a penalty for disapproved behavior.
      a. Corporal punishment as defined shall not be used in public education programs.

Search and Seizure

LAWS
No relevant laws found.

REGULATIONS
No relevant regulations found.

Restraint and Seclusion

LAWS
No relevant laws found.

REGULATIONS
200-RICR-20-30-2 Section 2.1. Authority, scope, purpose, and construction.
A. Authority.
B. Scope.
   1. These regulations govern the use of physical restraint and crisis intervention on all students in publicly funded elementary and secondary education programs, including all Rhode Island public school districts and regional public school districts, all Rhode Island State Operated Schools, all Public Charter Schools, educational programs operated by the Department for Children Youth and Families, Educational Collaborative Programs, and Local Educational Agencies operating a public education program; all of which shall hereafter be referred to as public education programs.
C. Purpose.
   1. The purpose of these regulations is to ensure that every student participating in a Rhode Island public education program be free from the unreasonable use of physical restraint and crisis intervention. Physical intervention, the use of manual or mechanical restraint or escort involving physical contact
should only be used as a crisis intervention for the purpose of preventing harm or injury. The crisis intervention must not include procedures that intentionally cause pain, injury, trauma or humiliation. A physical restraint crisis intervention should not be used for the purpose of changing behavior in situations where no protection from harm or injury is needed. Only the least intrusive physical interaction needed to adequately protect the child or others shall be used and shall be terminated as soon as the need for protection has abated.

D. Construction.

1. Nothing in these regulations shall be construed to limit the protection offered publicly funded students under other state or federal laws nor do these regulations preclude any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from imminent, serious, physical harm.

200-RICR-20-30-2 Section 2.2. Definitions.

A. For the purposes of these Rules and Regulations, the following terms shall have the following meaning:

2. "Aversive interventions/strategies" means the specific strategies set forth in R.I. Gen. Laws § 40.1-26-4.1, including but not limited to the following:
   a. Noxious, painful, intrusive stimuli or activities that result in pain;
   b. Any form of noxious, painful or intrusive spray or inhalant;
   c. Electric shock;
   d. Water spray to the face;
   e. Pinches and deep muscle squeezes;
   f. Shouting, screaming or using a loud, sharp, harsh voice to frighten or threaten or the use of obscene language;
   g. Withholding adequate sleep;
   h. Withholding adequate shelter or bedding;
   i. Withholding bathroom facilities;
   j. Withholding meals, essential nutrition or hydration;
   k. Removal of an individual's personal property as punishment;
   l. Unobserved time-out or room/area solely used for time out;
   m. Facial or auditory screening devices; and
   n. Use of chemical restraints instead of positive programs or medical treatments. […]

16. "Mechanical restraint" means the use of devices such as mittens, straps, or restraint chairs to limit a person's movement or hold a person immobile as an intervention precipitated by the person's behavior. Mechanical restraint applies to uses intended to prevent injury with persons who engage in behaviors such as head-banging, gouging, or other self-injurious actions that result in tissue damage and medical problems. Mechanical restraint does not apply to restraint used to treat a person's medical needs or to position a person with physical disabilities. […]

20. "Physical restraint/crisis intervention" means:
   a. "Manual restraint" means the use of physical intervention intended to hold a person immobile or limit a person's movement by using body contact as the only source of physical restraint. Prone restraint is a type of manual restraint or hold that limits or controls the movement or normal functioning of any portion, or all, of a person's body while the person is in a face-down position, but
does not include the temporary controlling of a person in a prone position while transitioning to an alternative, safer form of restraint.

b. "Seclusion restraint" means physically confining a student alone in a room or limited space without access to school staff. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint." The use of seclusion restraint is prohibited in public education programs.

c. "Chemical restraint" means the administration of medication for the purpose of restraint. The use of medication restraint is prohibited in public education programs. [...] 

24. "Seclusion" means placing a child alone in a locked room without supervision. Such action is strictly prohibited in Rhode Island. [...] 

27. "Timeout" means a Punishment (Type II) procedure in which access to reinforcement is withdrawn for a certain period of time.

   a. Isolation "from the group" - Reinforcement is withdrawn and the student remains in a separate room or booth for a certain period of time. The small room or booth may or may not have a door.

200-RICR-20-30-2 Section 2.3. Procedures and training.

A. Procedures. Public education programs shall develop written procedures regarding appropriate responses to student behavior that may require the use of physical restraint/crisis intervention. Such procedures shall be annually reviewed and provided to school staff and made available to parents of enrolled students. Such procedures shall include, but not be limited to:

1. Methods for preventing student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;

2. A school policy regarding intervention that provides a description and explanation of the school's or program's method of physical restraint/crisis intervention, a description of the school's or program's training requirements, monitoring and reporting requirements, internal review and follow-up procedures, and a procedure for receiving and investigating complaints regarding restraint practices.

B. Required Training For All Staff. Each public education program shall designate personnel to determine a time and methods to provide all staff with training regarding the school's physical restraint/crisis intervention policies. Such training shall occur at least annually not later than within the first month of each school year. For employees hired after the school year begins, this training shall take place within the first month of their employment. Training shall be approved by the Commissioner of Elementary and Secondary Education and shall include information as required by R.I. Gen. Laws § 42-158-5 in addition to the following:

1. The program's restraint policy;

2. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;

3. Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;

4. Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and

5. Identification of program staff who have received advanced training pursuant to § 2.3(C) of this Part in the use of physical restraint/crisis intervention.

C. Advanced Staff Training on the Use of Physical Restraint/Crisis Intervention. At the start of each school year, every public education program shall identify staff that are authorized to serve as a school-wide based resource to assist other staff in ensuring proper administration of physical restraint and crisis
interventions. These staff members shall participate in advanced training in the use of physical restraint/crisis intervention beyond the basic training offered to all staff and the public education program shall document the extent of such training.

D. Content of Advanced Training. The advanced training required by § 2.3(C) of this Part in the proper administration of physical restraint/crisis intervention shall include, but not be limited to:

1. Appropriate procedures for preventing the need for physical restraint/crisis intervention, including the de-escalation of problematic behavior, relationship building and the use of alternatives to such restraints;
2. A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint/crisis intervention and methods for evaluating the risk of harm in individual situations in order to determine whether the use of physical restraint and crisis interventions are warranted;
3. The simulated experience of administering and receiving physical restraint/crisis intervention, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
5. Demonstration by participants of proficiency in administering physical restraint/crisis intervention.

200-RICR-20-30-2 Section 2.4. Determining when physical restraint/crisis intervention may be used.

A. Use of Restraint/Intervention. Physical restraint/crisis intervention may be used only in the following circumstances:

1. Non-physical interventions would not be effective; and
2. The student's behavior poses a threat of imminent, serious, physical harm to self and/or others; and
3. If a behavioral intervention plan has been developed for the student, those various positive reinforcement techniques have been implemented appropriately and the child has failed to respond to those reinforcement techniques.

200-RICR-20-30-2 Section 2.5. Limitations and prohibitions.

A. Limitations on the Use of Restraints. Physical restraint/crisis intervention in a public education program shall be limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

B. Prohibitions. Physical restraint/crisis intervention are prohibited in the following circumstances:

1. As a means of punishment;
2. As an intervention designed to, or likely to cause physical pain;
3. As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
4. As in any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
5. As in a restrictive intervention which 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;
6. As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan;
7. As in any intervention that precludes adequate supervision of the child;
8. Any intervention which deprives the individual of one or more of his or her senses.

200-RICR-20-30-2 Section 2.6. Proper administration of physical restraint/crisis intervention.
A. Trained Personnel. Only personnel who have had training pursuant to § 2.3 of this Part 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. The training requirement contained in § 2.3 of this Part shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from imminent, serious physical harm.
B. Use of Force. A person administering a physical restraint/crisis intervention shall use only the amount of force necessary to protect the student or others from physical injury or harm and shall discontinue the physical restraint/crisis intervention as soon as possible.
C. Safety Requirements. Additional requirements for the use of physical restraint/crisis intervention are:
  1. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a 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.
  2. Restraint shall be administered in such a way so as to prevent or minimize physical harm. Prone restraint shall not be used. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
  3. Program staff shall 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.
  4. Following the release of a student from a restraint, the Public Education Program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student, as appropriate, to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

200-RICR-20-30-2 Section 2.7. Reporting requirements.
A. Informing School Administration. The staff member who administered the physical restraint/crisis intervention shall inform the administration of any public education program of the use of a physical restraint/crisis intervention as soon as possible, and by a written report not later than the next working day. The administration shall maintain an ongoing written record of all reported instances of physical restraint/crisis intervention.
B. Informing Parents. The school administration shall have procedures to inform the student's parent(s) or guardian(s) of the use of a restraint as soon as possible, and not later than two (2) school days after each incident. Written documentation of this notification shall be maintained by the public education program.
C. Contents of Report. The written report required by § 2.7(A) of this Part shall include:
1. The names and job titles of the staff who administered the restraint, and observers, if any, the date of the restraint, the time the restraint began and ended, and the name of the administrator who was verbally informed following the restraint;

2. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint/crisis intervention, the behavior that prompted the restraint, the efforts made to deescalate the situation, alternatives to restraint that were attempted, and the justification for initiating physical restraint/crisis intervention;

3. A description of the administration of the restraint including the holds used and reasons such holds were necessary, the student's behavior and reactions during the restraint, how the restraint ended, and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;

4. Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student, and a behavioral intervention plan was developed or modified as a result of the restraint;

5. Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

D. Report to the R.I. Department of Education. Each public educational program shall provide the R.I. Department of Education a record of every incident of the use of a physical restraint/crisis intervention on an annual basis.

200-RICR-20-30-2 Section 2.8. Emergency situations.
These regulations shall not create a barrier to maintaining a safe school environment. While these regulations govern the use of physical restraint/crisis interventions, they do not limit the ability of school personnel or their agents from using reasonable force to protect students, other persons or themselves from imminent, serious physical harm.

200-RICR-20-30-2 Section 2.9. Behavioral intervention plans.
Once the use of physical restraint/crisis intervention has been employed on a student, school personnel shall determine if the student requires a behavioral intervention plan as part of the student's education program, and if one already exists, whether that plan needs to be modified or adjusted.

200-RICR-20-30-2 Section 2.10. Continuum of behavioral interventions.
A. It is important to note that strategies and interventions may be positive or negative based on the response of the child.

B. Proactive Planning Strategies:
   1. Room Arrangement
   2. Appropriate and Motivating Curriculum
   3. High Rates of Positive Responses from Teachers
   4. Structured Daily Schedules
   5. Staff Training - including but not limited to:
      a. Factual information regarding numbers, frequency, duration, antecedents
      b. Behavior Disorders - Understanding behavior
      c. functional assessment
      d. behavioral plans
e. behavioral contracting
f. Emotional Disorders - DSM IV
g. Legal Issues
h. Discipline Codes
i. Zero Tolerance
j. Conflict Management
k. Peer Mediation
l. Crisis Intervention
   (1) comfort zone
   (2) verbal & non-verbal communication
   (3) fight/flight/fright
   (4) Restraint Training
   (5) Token Economy
   (6) Avoid Power/Control Issues
   (7) Medications, Logs, Side Effects, Communication
   (8) Surface Management
   (9) Reality Therapy
6. Environmental Engineering
7. Instructional Pacing
8. Home Notes
9. Precision Commands
10. Data Collection
11. Parent Conference
12. Special Equipment
13. Supervision


Exclusionary Discipline: Suspension, Expulsion, and Alternative Placement

Grounds for Suspension or Expulsion

LAWS

16-2-17. Right to a safe school.
(a) Each student, staff member, teacher, and administrator has a right to attend and/or work at a school which is safe and secure, and which is conducive to learning, and which is free from the threat, actual or implied, of physical harm by a disruptive student. A disruptive student is a person who is subject to compulsory school attendance, who exhibits persistent conduct which substantially impedes the ability of other students to learn, or otherwise substantially interferes with the rights stated above, and who has failed to respond to corrective and rehabilitative measures presented by staff, teachers, or administrators.
(b) The school committee, or a school principal as designated by the school committee, may suspend all pupils found guilty of this conduct, or of violation of those school regulations which relate to the rights set forth in subsection (a), or where a student represents a threat to those rights of students, teachers, or administrators, as described in subsection (a). Nothing in this section shall relieve the school committee or school principals from following all procedures required by state and federal law regarding discipline of students with disabilities.

16-21-18. Students prohibited from bringing or possessing firearms on school premises.
The school penalty for bringing or possessing a weapon as defined in 18 U.S.C. § 921, a firearm or realistic replica of a firearm within school premises, premises being used for school purposes or activities, into a vehicle used for school transportation, or onto a roadway or path along which school children or teachers are walking to school shall be suspension from school for one year. This penalty will also be incurred when a student is not on school premises but when he or she aims a firearm or realistic replica of a firearm at school premises, school vehicles, or students, staff, or visitors attending school or in transit to or from school. This term of suspension may be shortened by the superintendent of schools on a case-by-case basis and under guidelines to be developed by the school committee with broad parent, teacher, and community involvement.

REGULATIONS

200-RICR-20-30-2 Section 2.2. Definitions.
A. For the purposes of these Rules and Regulations, the following terms shall have the following meaning:

28. "Zero tolerance" means (as defined by state policy) the purpose is to provide a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Therefore, each school system shall adopt a policy of zero tolerance for weapons, violence and illegal drugs in schools. Any student found to be in possession of a weapon, or involved in an aggravated assault as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the school district will take the necessary steps in determining any additional action to be taken, which may include long-term suspension. Zero tolerance policies cannot supersede other Federal and State Regulations, such as the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and
Rhode Island Regulations Governing The Education Of Children With Disabilities (Part 1 of this Subchapter).

200-RICR-30-10-2 Section 2.8. Disciplinary action.

A. 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.

B. The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:
   1. Admonitions and warnings;
   2. Parental/ Guardian notification and meetings;
   3. Detention;
   4. In-school suspension;
   5. Loss of school-provided transportation or loss of student parking pass;
   6. Loss of the opportunity to participate in extracurricular activities;
   7. Loss of the opportunity to participate in school social activities;
   8. Loss of the opportunity to participate in graduation exercises or middle school promotional activities;
   9. Police contact; or,
   10. School suspension, though no student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

Limitations or Conditions on Exclusionary Discipline

LAWS
16-2-17.1. In school suspensions.
Suspensions issued shall not be served out of school unless the student's conduct meets the standards set forth in § 16-2-17(a) or the student represents a demonstrable threat to students, teachers, or administrators.

16-19-1. Attendance required.
(d) No school shall use a student's truancy or absenteeism as the sole basis for using an out-of-school suspension as a disciplinary action.

16-21-18. Students prohibited from bringing or possessing firearms on school premises.
The school penalty for bringing or possessing a weapon as defined in 18 U.S.C. § 921, a firearm or realistic replica of a firearm within school premises, premises being used for school purposes or activities, into a vehicle used for school transportation, or onto a roadway or path along which school children or teachers are walking to school shall be suspension from school for one year. This penalty will also be incurred when a student is not on school premises but when he or she aims a firearm or realistic replica of a firearm at school premises, school vehicles, or students, staff, or visitors attending school or in transit to or from school. This term of suspension may be shortened by the superintendent of schools on a case- by-case basis and under guidelines to be developed by the school committee with broad parent, teacher, and community involvement.

The discipline of any public school student for violating a school policy relating to the possession or use of alcohol, drugs or weapons not described in § 16-21-18 of this chapter, shall be imposed on a case-by-case basis pursuant to guidelines developed and promulgated by the school committee for that district. The guidelines and any discipline imposed shall take into account the nature and circumstances of the violation and the applicability of any federal laws governing students with disabilities.

16-21-34. Statewide bullying policy implemented.

(a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

(5) The range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; and provided, further:

(i) A parental engagement strategy; and

(ii) A provision that states punishments for violations of the bullying policy shall be determined by the school's appropriate authority; however, no student shall be suspended from school unless it is deemed a necessary consequence of the violations.

REGULATIONS

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

F. Positive Behavioral Supports and Discipline

2. Each LEA shall ensure that:

   e. Disciplinary actions are fairly administered for all students and comply with state laws mandating that certain violations be considered on a case by case basis; recognizing that there is no mechanism in Rhode Island law for expulsion of students.

200-RICR-30-10-2 Section 2.8. Disciplinary action.

A. 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.

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

1. Admonitions and warnings;
2. Parental/ Guardian notification and meetings;
3. Detention;
4. In-school suspension;
5. Loss of school-provided transportation or loss of student parking pass;
6. Loss of the opportunity to participate in extracurricular activities;
7. Loss of the opportunity to participate in school social activities;
8. Loss of the opportunity to participate in graduation exercises or middle school promotional activities;
9. Police contact; or,
10. School suspension, though no student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

216-RICR-20-10-4 Section 4.41. Weapons and firearms.

A. All schools are required to have policies prohibiting possession of firearms and other weapons and imposing penalties for such possession in conformity with R.I. Gen. Laws § 16-21-18 and the "Gun Free Schools Act", 20 U.S.C. § 8921 et seq.

1. All school districts must ensure the discipline policies regarding incidents of students in possession of weapons are imposed on a case-by-case basis.

Due Process

LAWS
16-2-17. Right to a safe school.
(c) A student suspended under this section may appeal the action of the school committee, or a school principal as designee, to the commissioner of elementary and secondary education who, after notice to the parties interested of the time and place of hearing, shall examine and decide the appeal without cost to the parties involved. Any decision of the commissioner in these matters shall be subject to appeal by the student to the board of regents for elementary and secondary education and any decision of the board of regents may be appealed by the student to the family court for the county in which the school is located as provided in § 42-35-15.

REGULATIONS
200-RICR-20-30-2 Section 2.2. Definitions.
A. For the purposes of these Rules and Regulations, the following terms shall have the following meaning:

28. "Zero tolerance" means (as defined by state policy) the purpose is to provide a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Therefore, each school system shall adopt a policy of zero tolerance for weapons, violence and illegal drugs in schools. Any student found to be in possession of a weapon, or involved in an aggravated assault as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the school district will take the necessary steps in determining any additional action to be taken, which may include long-term suspension. Zero tolerance policies cannot supersede other Federal and State Regulations, such as the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Rhode Island Regulations Governing The Education Of Children With Disabilities (Part 1 of this Subchapter).

200-RICR-30-10-2 Section 2.7. Investigation.
A. The school principal, director or 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.
Return to School Following Removal

LAWS
No relevant laws found.

REGULATIONS
No relevant regulations found.

Alternative Placements

LAWS

16-19-1. Attendance required.

(b) A waiver to the compulsory attendance requirement may be granted by the superintendent only upon has an alternative learning plan for obtaining either a high school diploma or its equivalent.

(1) Alternative-learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components, or combination of components, of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and online courses that are currently funded and available to the school department and/or the community. In developing these alternative-learning plans, consideration shall be given to the unique difficulties and interruptions that many students are experiencing because of the COVID-19 pandemic. Accordingly, these alternative-learning plans may incorporate alternatives and extended breaks in study which that would not be considered preferable under non-pandemic circumstances.

(2) Alternative-learning plans shall be developed, and amended if necessary, in consultation with the pupil, a school guidance counselor, the school principal, and at least one parent or guardian of the pupil, and submitted to the superintendent for approval. An alternative-learning plan may, but is not required to, incorporate an extended withdrawal as set forth in this section.

(3) If the superintendent does not approve the alternative-learning plan, the parent or guardian of the pupil may appeal such decision to the school committee. A parent or guardian may appeal the decision of the school committee to the commissioner of education pursuant to chapter 39 of title 16(hereinafter collectively referred to as the "reviewing body") .

(ii) In making decisions regarding the approval of an alternative-learning plan, consideration shall be given to the unique difficulties and interruptions that many students are experiencing because of the COVID-19 pandemic. Accordingly, alternative-learning plans may be approved which that may incorporate alternatives and extended breaks in study which that would not be considered preferable under non-pandemic circumstances. The provisions of this section shall not require the approval of an alternative-learning plan which that the reviewing body determines is not in the best interests of the child.

(iii) In addition, this section authorizes the granting of an extended withdrawal from school. An extended withdrawal from school is a withdrawal that may be authorized which that is not intended to be a permanent withdrawal but which that is extended because of unique difficulties and interruptions that many students are experiencing because of the COVID-19 pandemic. A student in an extended withdrawal shall still be considered to be enrolled in school and will not need to be re-enrolled for purposes of returning to the student's regular classes. An extended withdrawal may authorize a student to be excused from taking any classes during the withdrawal period or to undertake a reduced number of classes than the student would otherwise take as an enrolled student. An extended withdrawal shall include provisions to periodically monitor and check-in on the status of the student and the student's
ability to return to the public school learning environment. An extended withdrawal pursuant to this subsection may be granted to any student, regardless of age.

16-21-20. Alternative placement and prevention activities.
The department of elementary and secondary education in conjunction with the attorney general’s task force to prevent violence in schools shall develop requirements for the alternative placement of students suspended under the provision of § 16-21-18. The placements shall be cooperative efforts between the local school district, which shall be responsible for instruction of students, and other appropriate state and local agencies. Further, the department of elementary and secondary education in conjunction with the attorney general’s task force shall establish policies in support of locally developed prevention and education activities that include broad parent, teacher, and community involvement.

16-21-27. Alternative education programs.
Each school district shall adopt a plan to ensure continued education of students who are removed from the classroom because of a suspension of more than ten (10) days or who are chronically truant. The plan shall be adopted by the school committee and shall be submitted to Rhode Island department of elementary and secondary education as part of its annual strategic plan submission.
REGULATIONS
200-RICR-20-10-1 Section 1.1.4. Expectations for the local education agency in implementing the basic education program.

B. Functions of the Local Education Agency

1. Each LEA shall address seven core functions in order to ensure that all of its schools are providing an adequate education to every student:
   e. Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.
   f. Foster Safe and Supportive Environments for Students and Staff. The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and learning environments; and require that every student has at least one adult accountable for his or her learning. [...] 

2. Each LEA shall ensure that:
   f. Schools shall provide a continuum of interim alternative educational placement options to continue a student's education while suspended that ensure the safety of the student and the school community.

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

F. Positive Behavioral Supports and Discipline

2. Each LEA shall ensure that:
   f. Schools shall provide a continuum of interim alternative educational placement options to continue a student's education while suspended that ensure the safety of the student and the school community.
Discipline Addressing Specific Code of Conduct Violations

Firearms and Other Weapons Violations

LAWS

11-47-60.2. Possession of weapons on school grounds - Notification.
(a) If a student is found to be carrying a weapon, as defined in § 11-47-42, a firearm or replica of a firearm, or commits an aggravated assault on school grounds as defined in § 11-47-60, the principal or designee shall immediately notify the student's parents and the local police and turn the weapon over, if any, to the local enforcement agency.
(b) Any person who has reasonable cause to know that any person is in violation of this statute shall notify the principal or designee. The principal or designee shall immediately notify the student's parents and the local police. Any person acting in good faith who makes a report under this section shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of making the report.
(c) School superintendents shall receive notice from the clerk of the family court regarding the disposition of all cases involving juveniles from their school districts adjudged pursuant to this statute. This information shall remain confidential and be shared with school officials who deal directly with the student.

16-21-18. Students prohibited from bringing or possessing firearms on school premises.
The school penalty for bringing or possessing a weapon as defined in 18 U.S.C. § 921, a firearm or realistic replica of a firearm within school premises, premises being used for school purposes or activities, into a vehicle used for school transportation, or onto a roadway or path along which school children or teachers are walking to school shall be suspension from school for one year. This penalty will also be incurred when a student is not on school premises but when he or she aims a firearm or realistic replica of a firearm at school premises, school vehicles, or students, staff, or visitors attending school or in transit to or from school. This term of suspension may be shortened by the superintendent of schools on a case-by-case basis and under guidelines to be developed by the school committee with broad parent, teacher, and community involvement.

The discipline of any public school student for violating a school policy relating to the possession or use of alcohol, drugs or weapons not described in § 16-21-18 of this chapter, shall be imposed on a case-by-case basis pursuant to guidelines developed and promulgated by the school committee for that district. The guidelines and any discipline imposed shall take into account the nature and circumstances of the violation and the applicability of any federal laws governing students with disabilities.

REGULATIONS

200-RICR-20-30-2 Section 2.2. Definitions.
A. For the purposes of these Rules and Regulations, the following terms shall have the following meaning:

28. "Zero tolerance" means (as defined by state policy) the purpose is to provide a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Therefore, each school system shall adopt a policy of zero tolerance for weapons, violence and illegal drugs in schools. Any student found to be in
possession of a weapon, or involved in an aggravated assault as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the school district will take the necessary steps in determining any additional action to be taken, which may include long-term suspension. Zero tolerance policies cannot supersede other Federal and State Regulations, such as the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Rhode Island Regulations Governing The Education Of Children With Disabilities (Part 1 of this Subchapter).

216-RICR-20-10-4 Section 4.41. Weapons and firearms.
A. All schools are required to have policies prohibiting possession of firearms and other weapons and imposing penalties for such possession in conformity with R.I. Gen. Laws § 16-21-18 and the "Gun Free Schools Act", 20 U.S.C. § 8921 et seq.

1. All school districts must ensure the discipline policies regarding incidents of students in possession of weapons are imposed on a case-by-case basis.

Students with Chronic Disciplinary Issues

LAWS

16-2-17. Right to a safe school.
(a) Each student, staff member, teacher, and administrator has a right to attend and/or work at a school which is safe and secure, and which is conducive to learning, and which is free from the threat, actual or implied, of physical harm by a disruptive student. A disruptive student is a person who is subject to compulsory school attendance, who exhibits persistent conduct which substantially impedes the ability of other students to learn, or otherwise substantially interferes with the rights stated above, and who has failed to respond to corrective and rehabilitative measures presented by staff, teachers, or administrators.
(b) The school committee, or a school principal as designated by the school committee, may suspend all pupils found guilty of this conduct, or of violation of those school regulations which relate to the rights set forth in subsection (a), or where a student represents a threat to those rights of students, teachers, or administrators, as described in subsection (a). Nothing in this section shall relieve the school committee or school principals from following all procedures required by state and federal law regarding discipline of students with disabilities.

Every habitual truant, that is, every child who is required under § 16-19-1 to attend school and who willfully and habitually absents himself or herself from attending school; and every habitual school offender, that is, every child who is required to attend school under the provision of § 16-19-1, but who persistently violates the rules and regulations of the school which he or she attends, or otherwise persistently misbehaves in the school which he or she attends, so as to render him or herself a fit subject for exclusion; shall be deemed a wayward child as provided in chapter 1 of title 14, and shall be subject to all the provisions of chapter 1 of title 14, and may be proceeded against and dealt with as a wayward child in accordance with the provisions of chapter 1 of title 14.

REGULATIONS
No relevant regulations found.
Chronic Absenteeism and Truancy

LAWS
16-19-1. Attendance required.

(a) Every child who has completed, or will have completed, six (6) years of life on or before September 1 of any school year, or is enrolled in kindergarten, and has not completed eighteen (18) years of life, shall regularly attend some public day school during all the days and hours that the public schools are in session in the city or town in which the child resides. The public school shall be responsible for regular attendance data monitoring of all students and early identification of emergent truant behavior. Prior to referring truant students to family court, schools must do their due diligence to assure all interventions have taken place. This includes, and is not limited to:

(1) Consultation with the parent or guardian; and

(2) Coordination with the student's school-identified support team such as the individualized education plan, behavioral support, or attendance teams.

Every person having under his or her control a child, as described in this section, shall cause the child to attend school as required by this section, and for every neglect of this duty, the person having control of the child shall be fined not exceeding fifty dollars ($50.00) for each day, or part of a day, that the child fails to attend school, and if the total of these days is more than thirty (30) school days during any school year, then the person shall, upon conviction, be imprisoned not exceeding six (6) months or shall be fined not more than five hundred dollars ($500), or both; provided, that if the person so charged shall prove that the child has attended, for the required period of time, a private day school approved by the commissioner of elementary and secondary education pursuant to § 16-60-6(10); or a course of at-home instruction approved by the school committee of the town where the child resides; or has been accepted into an accredited postsecondary education program; or has obtained a waiver under subsection (b); or that the physical or mental condition of the child was such as to render his or her attendance at school inexpedient or impracticable; or that the child was excluded from school by virtue of some other general law or regulation, then attendance shall not be obligatory nor shall the penalty be incurred.

(d) No school shall use a student's truancy or absenteeism as the sole basis for using an out-of-school suspension as a disciplinary action.


The school committee of each city or town shall annually in the month of December appoint one or more persons as truant officers, who shall by virtue of their appointment be clothed with the power of special constables, and fix their compensation, which shall be payable from the appropriation for public schools. The school committee may also furnish all necessary supplies and clerical assistance for the proper and efficient performance of the duties of the truant officer. The school committee of two (2) or more cities or towns may appoint the same truant officer or officers, and any school committee that appoints other employees on a different tenure of office than annual appointments may appoint truant officers on a similar tenure in lieu of the annual appointment mentioned in this section and may fix their compensation from time to time.


The truant officers shall, under the direction of the school committee, inquire into all cases arising under the provisions of this chapter, and shall be authorized, with the assistance of police officers upon request in case of violation of any of the provisions of this chapter, to make complaint for violations of this chapter. They may also serve all legal processes issued in pursuance of this chapter, but shall not be entitled to receive any fees for the service; provided, however, that in case of the commitment of any
person under the provisions of any section of this chapter, or for default of payment of any fine and costs imposed, the officer shall be entitled to the regular fees allowed by law for similar service.


Every habitual truant, that is, every child who is required under § 16-19-1 to attend school and who willfully and habitually absents himself or herself from attending school; and every habitual school offender, that is, every child who is required to attend school under the provision of § 16-19-1, but who persistently violates the rules and regulations of the school which he or she attends, or otherwise persistently misbehaves in the school which he or she attends, so as to render him or herself a fit subject for exclusion; shall be deemed a wayward child as provided in chapter 1 of title 14, and shall be subject to all the provisions of chapter 1 of title 14, and may be proceeded against and dealt with as a wayward child in accordance with the provisions of chapter 1 of title 14.


(a) Whenever any pupil in grades kindergarten through nine (9) fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent or guardian is aware of the pupil's absence, a reasonable effort to notify, by telephone, the parent or guardian shall be made by school personnel or volunteers organized by the school committee of each city, town, or regional school district or the director or other person in charge of private schools of elementary and secondary grades.
(b) School committees, school personnel, or volunteers organized pursuant to this section shall be immune from any civil or criminal liability in connection with the notice to parents of a pupil's absence or failure to give the notice required by this section.

16-21-27. Alternative education programs.
Each school district shall adopt a plan to ensure continued education of students who are removed from the classroom because of a suspension of more than ten (10) days or who are chronically truant. The plan shall be adopted by the school committee and shall be submitted to Rhode Island department of elementary and secondary education as part of its annual strategic plan submission.

REGULATIONS
200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.
F. Positive Behavioral Supports and Discipline
2. Each LEA shall ensure that:
   d. Schools have a clearly delineated system for ensuring compulsory attendance for children six (6) to sixteen (16) that includes:
      (1) Procedures for noting daily absenteeism and investigating unexcused absences;
      (2) Procedures for noting the required period of attendance of students attending at-home instruction approved by the school committee or at a private day school approved by the Commissioner of Education; and
      (3) The appointment of truant (or attendance) officers whose duties shall include referring truant students to appropriate school support services and procedures for enforcing any given case through civil action filed in Family Court.

Substance Use

LAWS
16-1-5. Duties of commissioner of elementary and secondary education.
It shall be the duty of the commissioner of elementary and secondary education:
   (14) To establish health education, alcohol and substance abuse programs for students in grades kindergarten (K) through twelve (12), in accordance with § 35-4-18. The program will consist of the following: A mandated state health education, alcohol and substance abuse curriculum for grades kindergarten (K) through twelve (12), a mandated assessment program in the areas of health, fitness, alcohol and substance abuse, and an in-service training program that will be developed specifically for the implementation of the mandated curriculum.

16-12-10. Immunity for reports of suspected substance abuse.
Any teacher, school administrator, school guidance counselor, school psychologist, school drug counselor, school nurse, supervisor of attendance, attendance teacher, or attendance officer having reasonable cause to suspect that an elementary or secondary school student is abusing a controlled substance or alcohol, or is under the influence of a dangerous drug or alcohol, or has in his or her possession a controlled substance or alcohol, who reports this information to the appropriate elementary or secondary school officials pursuant to the school's drug policy, or if the school has no drug policy to the school's principal or the parents of the student under eighteen (18) years of age, or to a police agency,
shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of the making of the report.

Any teacher having reasonable cause to suspect that a secondary or elementary student under eighteen (18) years of age is addicted to a narcotic drug or under the influence of a dangerous drug who reports this information to the appropriate secondary or elementary school officials pursuant to the school's drug policy, or if the school has no drug policy to the school's principal or the parents of the student under eighteen (18) years of age, shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of the making of the report.

The discipline of any public school student for violating a school policy relating to the possession or use of alcohol, drugs or weapons not described in § 16-21-18 of this chapter, shall be imposed on a case-by-case basis pursuant to guidelines developed and promulgated by the school committee for that district. The guidelines and any discipline imposed shall take into account the nature and circumstances of the violation and the applicability of any federal laws governing students with disabilities.

16-21-2-1. Short title.
This chapter shall be known as "The Rhode Island Substance Abuse Prevention Act".

In recognition of the growing problem of substance use and abuse that municipalities face the purpose of this chapter is as follows:

(1) To promote the opportunity for municipalities to establish a comprehensive substance abuse prevention program addressing the specific needs of each individual municipality.

(2) To encourage the development of partnership among municipal governments, school systems, parents, and human service providers to serve the interest of the community in addressing the need for a comprehensive substance abuse prevention program.

(3) To promote a substance abuse prevention program in every community.

(4) To provide financial assistance for the planning, establishment, and operation of substance abuse prevention programs.

(5) To encourage municipal governments, in cooperation with school systems and human services organizations to jointly assess the extent of the substance abuse problem in their community.

16-21-2-3. Authority of municipal governments.
(a) All municipal governments or their designated agents shall have the power to establish, operate, conduct, and/or make provision for programs to provide a comprehensive substance abuse prevention program.

(b) The appropriate municipal authority shall adopt rules and regulations governing the substance abuse prevention program including an application and contracting procedure by which qualified groups may apply to operate a substance abuse prevention program.

(c) Substance abuse prevention programs shall comply with all applicable provisions of the general laws with all applicable state rules and regulations.
16-21.2-4. Substance abuse prevention program.

(a) The department of behavioral healthcare, developmental disabilities and hospitals shall be charged with the administration of this chapter and shall provide grants to assist in the planning, establishment, and operation of substance abuse prevention programs. Grants under this section shall be made to municipal governments or their designated agents according to the following guidelines:

(1) The maximum grant shall be one hundred twenty-five thousand dollars ($125,000); provided, however, in the event that available funding exceeds $1.6 million in a fiscal year, those surplus funds are to be divided proportionately among the cities and towns on a per capita basis but in no event shall the city of Providence exceed a maximum grant cap of $175,000.00.

(2) In order to obtain a grant, the municipality or its designated agent must in the first year:

   (i) Demonstrate the municipality's need for a comprehensive substance abuse program in the areas of prevention and education.

   (ii) Demonstrate that the municipality has established by appropriate legislative or executive action, a substance abuse prevention council which shall assist in assessing the needs and resources of the community, developing a three (3) year plan of action addressing the identified needs, the operation and implementation of the overall substance abuse prevention program; coordinating existing services such as law enforcement, prevention, treatment, and education; consisting of representatives of the municipal government, representatives of the school system, parents, and human service providers.

   (iii) Demonstrate the municipality's ability to develop a plan of implementation of a comprehensive three (3) year substance abuse prevention program based on the specific needs of the community to include high risk populations of adolescents, children of substance abusers, and primary education school aged children.

   (iv) Agree to conduct a survey/questionnaire of the student population designed to establish the extent of the use and abuse of drugs and alcohol in students throughout the local community's school population.

   (v) Demonstrate that at least twenty percent (20%) of the cost of the proposed program will be contributed either in cash or in-kind by public or private resources within the municipality.

(b) The department of behavioral healthcare, developmental disabilities and hospitals shall adopt rules and regulations necessary and appropriate to carry out the purposes of this section.

16-21.2-5. Funding of substance abuse prevention program.

(a) Money to fund the Rhode Island Substance Abuse Prevention Act shall be appropriated from state general revenues and shall be raised by assessing an additional penalty of thirty dollars ($30.00) for all speeding violations as set forth in § 31-43-5.1. The money shall be deposited as general revenues. The department of behavioral healthcare, developmental disabilities and hospitals may utilize up to ten percent (10%) of the sums appropriated for the purpose of administering the substance abuse prevention program.

(b) Grants made under this chapter shall not exceed money available in the substance abuse prevention program.

16-21.3-1. Declaration of purpose.

In recognition of the growing problem of substance use and abuse among youth and that the average age of onset of substance use and abuse is middle school age, the purpose of this chapter is as follows:

(1) To establish a student assistance program in every public junior high/middle school based upon the model currently operating successfully in Rhode Island high schools.
(2) The student assistance program will address the following areas:
   (i) Identification and supportive services for high risk youth;
   (ii) Primary prevention programming in junior high/middle schools;
   (iii) Assessment and referral services for substance abuse problems;
   (iv) School staff training on integration of prevention/intervention program;
   (v) Parent and community programming for substance abuse prevention;
   (vi) Focused prevention/support groups for high risk youth;
   (vii) Development and integration of school substance abuse policy with prevention/intervention services;
   (viii) To promote integration between student assistance programs and community substance abuse prevention task forces.

(3) To establish a pilot student assistance program in public elementary schools to the extent that funds are available from the junior high/middle school student assistance fund for that purpose.

(4) To establish a student assistance program in every public high school to the extent that funds are available.

16-21.3-2. Junior high/middle school student assistance program.
   (a) The department of behavioral healthcare, developmental disabilities and hospitals shall be charged with the administration of this chapter and shall contract with appropriate substance abuse prevention/intervention agencies to provide student assistance services in junior high/middle schools.
   (b) Following the first complete year of operation, school systems receiving junior high/middle school student assistance services will be required to contribute twenty percent (20%) of the costs of student assistance counselors to the service provider agency in order to continue the services.

16-21.3-3. Funding of junior high/middle school student assistance program.
   (a) Money to fund this program shall be raised by assessing an additional substance abuse prevention assessment of thirty dollars ($30.00) for all moving motor vehicle violations handled by the traffic tribunal including, but not limited to, those violations set forth in § 31-41.1-4, except for speeding. The money shall be deposited in a restricted purpose receipt account separate from all other accounts within the department of behavioral healthcare, developmental disabilities and hospitals. The restricted purpose receipt account shall be known as the junior high/middle school student assistance fund and the traffic tribunal shall transfer money from the junior high/middle school student assistance fund to the department of behavioral healthcare, developmental disabilities and hospitals for the administration of the Rhode Island Student Assistance Junior High/Middle School Act.
   (b) The department of behavioral healthcare, developmental disabilities and hospitals may utilize up to ten percent (10%) of the sums collected from the additional penalty for the purpose of administering the program.

16-97.1-1. Performances of local education agencies and individual public schools - Evaluation system - Assessment instruments - Reports.
   (n) Each school district shall file a description of the following instructional procedures and programs with the department every year:
      (9) Drug, tobacco, and alcohol abuse programs.
23-1-36. Director's duties regarding health education, alcohol, and substance abuse programs.
The director shall establish health education, alcohol, and substance abuse programs for students in
grades kindergarten through twelve (12), in accordance with § 35-4-18. The director shall make an annual
report to the governor and the general assembly on the administration of the program.

23-1.10-4. Duties of department.
The department shall:

(4) Cooperate with the board of regents for elementary and secondary education, board of governors
for higher education, schools, police departments, courts, and other public and private agencies,
organizations, and individuals in establishing programs for the prevention of alcoholism and treatment
of alcoholics and intoxicated persons, and preparing curriculum materials for use at all levels of school
education. [...] 

(18) Establish alcohol and substance abuse prevention programs for students in kindergarten through
grade twelve (12), in accordance with § 35-4-18. The director shall make an annual report to the
governor and the general assembly on the administration of the program and shall submit to the
governor and the general assembly the results of an independent evaluation of the alcohol and
substance abuse prevention program established in accordance with this section. This evaluation shall
address the following areas:

(i) Program development;

(ii) Implementation;

(iii) Impact; and

(iv) Recommendations for future needs.

23-20.9-3. Legislative intent - Purpose.
As tobacco now kills over four hundred and thirty-four thousand (434,000) people in the United States
each year, it is the intent of this health legislation to eliminate the exposure of children attending school,
and other persons working in schools, to the school-site health hazard of tobacco smoke and other
tobacco product usage. It is the intent of this health legislation to protect the health and welfare of children
in school by eliminating the exposure of children in school to the significant, life-threatening health hazard
of tobacco smoke. It is the intent of this health legislation to create a tobacco-free school environment in
Rhode Island.

As used in this chapter:

(1) "Electronic nicotine-delivery system usage" means any vaping, inhaling, or use of any device
defined in § 11-9-13.4.

(2) "Governing body" means the body, board, committee or individual, or its designated agent(s) or
designee(s), responsible for, or who or that has control over, the administration of any elementary or
secondary school, public or private, in the state.

(3) "Person" means any person or persons including but not limited to contract or other workers on
school property, school students, school administrators, school employees, school faculty, and school
visitors.

(4) "School or schools" means any nonresidential school building, public or private, of any city or town
or community educational system regulated, directly or secondarily, by the council on elementary and
secondary education or the department of elementary and secondary education or any other state
education board or local city or town school board or school committee or other legal educational
subdivision acting under it. As used in this chapter, the term "school or schools" includes, but is not limited to: school playgrounds; school administration buildings; indoor school athletic facilities; school gymnasiums; school locker rooms; school buses; other school vehicles; other school buildings whose use is not primarily residential; and outside areas within twenty-five feet (25′) of any school building.

(5) "Tobacco product usage" means the smoking or use of any substance or item that contains tobacco, including, but not limited to: cigarettes, cigars, pipes, or other smoking tobacco, or the use of snuff or smokeless tobacco, or having in one's possession a lighted cigarette, cigar, pipe, or other substance or item containing tobacco.

23-20.9-5. Regulation of smoking in schools.

(a) The governing body of each school in Rhode Island shall be responsible for the development of enforcement procedures to prohibit tobacco product usage and electronic nicotine-delivery system usage by any person utilizing school facilities. All facilities used by a school, whether owned, leased, or rented, shall be subject to the provisions of this chapter. Enforcement procedures shall be promulgated and conspicuously posted in each building.

(b) This chapter shall not modify, or be used as a basis for modifying, school policies or regulations in effect prior to the passage of this chapter if the existing policies or regulations prohibit tobacco product usage and electronic nicotine-delivery system usage in the school.

(c) All school areas where tobacco product usage is prohibited shall be clearly marked with "nonsmoking area" signs with bold block lettering at least three inches (3") high stating "Tobacco-Free School - Tobacco Use Prohibited." All school areas where electronic nicotine-delivery system usage is prohibited shall be clearly marked with "nonsmoking area" signs with bold block lettering at least three inches (3") high stating "E-Cigarettes and Vapor Devices Prohibited." There shall be at least one "nonsmoking area" sign, in conformance with the above, at every building entrance and in other areas as designated by the governing body. Signs shall also be posted in every school bus and every school vehicle. Signs as detailed above shall be provided, without charge, by the department of health.


There is hereby created and established a program to be known as the "health education, alcohol, and substance abuse prevention program", which shall be funded annually by the general assembly. All moneys now or hereafter in the health education, alcohol, and substance abuse prevention program are hereby appropriated for the purpose of establishing continuous health education programs dealing primarily in the areas of alcohol and substance abuse for students in grades kindergarten (K) through twelve (12). The department of behavioral healthcare, developmental disabilities and hospitals and the department of elementary and secondary education are charged with administration of the program for the purposes specified in this section. Independent evaluation of the programs in grades kindergarten (K) through twelve (12) shall be made annually. Funds for evaluation shall emanate from the health education, alcohol, and substance abuse appropriations. Claims against the funds shall be examined, audited, and allowed in the manner now or hereafter provided by law.

REGULATIONS

200-RICR-20-10-1 Section 1.3.3. Health and social service supports.

C. Psychological and Mental Health Services

1. Mental and emotional health issues directly impede students' abilities to learn. Such issues include bullying, alcohol and drug abuse, depression, anxiety, and domestic violence, as well as psychiatric disorders.

2. Therefore, each LEA shall:
a. Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;

b. Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and

c. To the extent practicable, ensure that schools coordinate with community youth development, prevention, and treatment efforts.

216-RICR-20-10-4 Section 4.4. General requirements.

C. The administrative head of school(s) is responsible for the comprehensive school health program and is required to:

1. Develop a manual of procedures (protocols) governing health education, health services and a healthful school environment. This manual must be available at the Superintendent's office and at each school. Procedures must address the statutory and regulatory requirements of this Part and include provisions pertaining to, but not limited to, the following:

   b. Substance abuse;

   c. The use of alcohol and tobacco products on school premises and at authorized school activities.

216-RICR-20-10-4 Section 4.42. Alcohol and other drugs.

A. All schools are required to have policies regarding possession of alcohol and other drugs and must have on-going prevention activities and programs as supported by the "Safe and Drug-Free Schools and Communities Act ", 20 U.S.C. § 7101 et seq.

1. All school districts must ensure that the discipline policies regarding incidents of students in possession of alcohol or drugs are imposed on a case-by-case basis.

Gang-related Activity

LAWS

42-26-18. Gang violence prevention advisory committee.

(a) There is established in the Rhode Island justice commission the gang violence prevention advisory committee. The committee exists as a permanent sub-committee of the Rhode Island justice commission, juvenile justice advisory committee. The committee shall be composed of members of the Rhode Island justice commission, juvenile justice advisory committee, which currently exists within the Rhode Island justice commission and is charged by the governor and the office of juvenile justice and delinquency prevention, to address issues relating to delinquency and youth violence within the state. Membership qualifications are described in subparagraphs (i) - (iii) of § 223(A)(3) of the Juvenile Justice and Delinquency Prevention Act of 1974 [42 U.S.C. § 5633(a)(A)(i) - (iii)] as amended. The function and
structure of this committee along with its historic activities in gang intervention/prevention will enable it to carry out the intent of this section.

(b) The gang violence prevention advisory committee shall coordinate, review, purpose and oversee gang prevention, intervention, and suppression programs on a state level. The committee shall also coordinate with Rhode Island justice commission in efforts to obtain federal funds, grants, or other appropriations necessary and useful to carry out the purpose of this section.

REGULATIONS
No relevant regulations found.

Bullying, Harassment, or Hazing

LAWS

11-21-1. Penalty for hazing.
(a) Any organizer of, or participant in, an activity constituting hazing, as defined in subsection (b) of this section, shall be guilty of a misdemeanor and, upon conviction, shall be fined not more than five hundred dollars ($500), or punished by imprisonment for not less than thirty (30) days nor more than one year, or both.

(b) “Hazing” as used in this chapter, means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. This conduct shall include, but not be limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of the student or any other person, or which subjects the student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

16-21-33. Safe schools act.
(a) Definitions. As used in this chapter:

(1) "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:

   (i) Causes physical or emotional harm to the student or damage to the student's property;
   (ii) Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
   (iii) Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
   (iv) Infringes on the rights of the student to participate in school activities; or
   (v) 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.

(2) "Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall 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. For purposes of this section, cyber-bullying shall also include:

(i) The creation of a web page or blog in which the creator assumes the identity of another person;
(ii) The knowing impersonation of another person as the author of posted content or messages; or
(iii) 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 (i) to (v) of the definition of bullying herein.

(3) "At school" means on school premises, at any school-sponsored activity or event whether or not it is held on school premises, on a school-transportation vehicle, at an official school bus stop, using property or equipment provided by the school, or creates a material and substantial disruption of the education process or the orderly operation of the school.

16-21-34. Statewide bullying policy implemented.
(a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

(1) Descriptions of and statements prohibiting bullying, cyber-bullying and retaliation of school;
(2) Clear requirements and procedures for students, staff, parents, guardians and others to report bullying or retaliation;
(3) A provision that 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;
(4) Clear procedures for promptly responding to and investigating reports of bullying or retaliation;
(5) The range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; and provided, further:

(i) A parental engagement strategy; and
(ii) A provision that states punishments for violations of the bullying policy shall be determined by the school's appropriate authority; however, no student shall be suspended from school unless it is deemed a necessary consequence of the violations;
(6) Clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection;
(7) Strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying;
(8) Procedures for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification of the local law enforcement agency when criminal charges may be pursued against the perpetrator;
(9) A provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action;
(10) A strategy for providing counseling or referral to appropriate services currently being offered by schools or communities for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law;

(11) A provision that requires a principal or designee to be responsible for the implementation and oversight of the bullying policy;

(12) Provisions for informing parents and guardians about the bullying policy of the school district or school shall include, but not be limited to:
   (i) A link to the policy prominently posted on the home page of the school district's website and distributed annually to parents and guardians of students;
   (ii) A provision for notification, within twenty-four (24) hours, of the incident report, to the parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying;

(13) A school employee, school volunteer, student, parent, legal guardian, or relative caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy is immune from a cause of action for damages arising from reporting bullying;

(14) This section does not prevent a victim from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability;

(15) Students shall be prohibited from accessing social networking sites at school, except for educational or instructional purposes and with the prior approval from school administration. Nothing in this act shall prohibit students from using school department or school websites for educational purposes. School districts and schools are encouraged to provide in-service training on Internet safety for students, faculty and staff; and

(16) All school districts, charter schools, career and technical schools, approved private day or residential schools and collaborative schools shall be subject to the requirements of this section. School districts and schools must adopt the statewide bullying policy promulgated pursuant to this section by June 30, 2012.

REGULATIONS

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

E. Prevention of Bullying, Harassment, Hazing, Teen Dating Violence, and Sexual Violence.

1. Each LEA shall:
   a. Prevent and respond appropriately to incidents of bullying, hazing, teen dating violence, sexual violence, and related issues;
   b. Promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations;
   c. Provide professional development, training, resources, and other means to assist students, staff, and other adults in the school building or at school sponsored activities in carrying out these responsibilities; and
   d. Comply with relevant state and federal statutes regarding these issues. [...] 

F. Positive Behavioral Supports and Discipline

2. Each LEA shall ensure that:
   b. Students and parents/guardians are notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians, and students shall be provided with information about early warning signs of harassing and intimidating behaviors, such as bullying, as well as prevention and intervention strategies.
200-RICR-20-10-1 Section 1.3.3. Health and social service supports.

C. Psychological and Mental Health Services

1. Mental and emotional health issues directly impede students' abilities to learn. Such issues include bullying, alcohol and drug abuse, depression, anxiety, and domestic violence, as well as psychiatric disorders.

2. Therefore, each LEA shall:
   a. Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;
   b. Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and
   c. To the extent practicable, ensure that schools coordinate with community youth development, prevention, and treatment efforts.

200-RICR-30-10-2 Section 2.1. Introduction.

2.1.1 Authority and purpose

This Statewide Bullying Policy is promulgated pursuant to the authority set forth in R.I. Gen. Laws § 16-21-34. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The purpose of the Policy is to ensure a consistent and unified statewide approach to the prohibition of bullying at school.

200-RICR-30-10-2 Section 2.2. Definitions.

A. "Bullying" means:

1. 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.

2. 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:
   a. Race;
   b. Color;
   c. Religion;
   d. Ancestry;
   e. National origin;
   f. Gender;
   g. Sexual orientation;
   h. Gender identity and expression;
i. Mental, physical, or sensory disability, intellectual ability; or,
   j. By any other distinguishing characteristic.

3. 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).

B. "Cyber-bullying" means:

1. 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.

2. 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 §§ 2.2(A)(1)(a) through (e) of this Part.

C. "At school" means:
   1. On school premises;
   2. At any school-sponsored activity or event whether or not it is held on school premises;
   3. On a school-transportation vehicle;
   4. At an official school bus stop;
   5. Using property or equipment provided by the school; or,
   6. Acts which create a material and substantial disruption of the education process or the orderly operation of the school.

200-RICR-30-10-2 Section 2.3. School climate.

A. 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. R.I. Gen. Laws §§ 16-19-1 and 16-19-2.

B. 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.

C. 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.

D. Students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

200-RICR-30-10-2 Section 2.4. Policy oversight and responsibility.

A. The school principal, director, or head of school shall be responsible for the implementation and oversight of this bullying policy.

B. The school principal, director, or head of school shall provide the superintendent, school committee and/or school governing board with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

C. For public schools, the prevention of bullying shall be part of the school district strategic plan and school safety plan. R.I. Gen. Laws §§ 16-7.1-2(e); 16-21-24.

Rhode Island Compilation of School Discipline Laws and Regulations
200-RICR-30-10-2 Section 2.5. Information dissemination.
A. The school principal, director or 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.
B. This Policy shall be:
   1. Distributed annually to students, staff, volunteers, and parents/legal guardians;
   2. Included in student codes of conduct, disciplinary policies, and student handbooks;
   3. A prominently posted link on the home page of the school/district website.

200-RICR-30-10-2 Section 2.6. Reporting.
A. The school principal, director or 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 § 2.13 of this Part for sample Report Form).
B. 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.
C. 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.
D. Parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying shall be notified within twenty-four 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 principal, director or head of school.
E. Responsibility of Staff:
   1. 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.
   2. Failure to do so may result in disciplinary action.
F. Responsibility of Students:
   1. 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.
   2. Failure to do so may result in disciplinary action.
   3. 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.
G. Prohibition against Retaliation:
   1. 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.
   2. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.
H. False Reporting/Accusations:
   1. 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.
I. Reports in Good Faith:
   1. 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.
200-RICR-30-10-2 Section 2.7. Investigation.

A. The school principal, director or 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.

B. 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.

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

D. Protection:
   1. If a student is the victim of serious or persistent bullying:
      a. The school principal, director or 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 or 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.

200-RICR-30-10-2 Section 2.8. Disciplinary action.

A. 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.

B. The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:
   1. Admonitions and warnings;
   2. Parental/Guardian notification and meetings;
   3. Detention;
   4. In-school suspension;
   5. Loss of school-provided transportation or loss of student parking pass;
   6. Loss of the opportunity to participate in extracurricular activities;
   7. Loss of the opportunity to participate in school social activities;
   8. Loss of the opportunity to participate in graduation exercises or middle school promotional activities;
   9. Police contact; or,
   10. School suspension, though no student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

200-RICR-30-10-2 Section 2.9. Social services or 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.

200-RICR-30-10-2 Section 2.10. 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.
200-RICR-30-10-2 Section 2.11. 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.

200-RICR-30-10-2 Section 2.12. Adoption of policy.

216-RICR-20-10-4 Section 4.40. School safety.
4.40.4 Statewide Bullying Policy
In accordance with R.I. Gen. Laws §§ 16-21-33 and 16-21-34, any form or degree of bullying at school is prohibited. All school districts, charter schools, career and technical schools, approved private day or residential schools and collaborative schools must adopt the Rhode Island Department of Education "Rhode Island Statewide Bullying Policy".

Dating and Relationship Violence

LAWS
(a) As used in this section:
(1) "At school" means in a classroom, on or immediately adjacent to school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school-sponsored activity or event whether or not it is on school grounds.
(2) "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term.
(3) "Dating violence" means a pattern of abusive or coercive behaviors used to exert power and control over a current or former dating partner. Behaviors may occur online, in person, or through the use of technology. Abuse may be physical, verbal, emotional, sexual, financial, or psychological and includes threats, isolation, and intimidation.
(b) The department of education shall develop a model dating violence policy to assist school districts in developing policies for dating violence reporting and response. The model policy shall be issued on or before April 1, 2008.
(c) Each school district shall establish a specific policy to address incidents of dating violence involving students at school by December 1, 2008. Each school district shall verify compliance with the department of education on an annual basis through the annual school health report.
(1) The policy shall include, but not be limited to: a statement that dating violence will not be tolerated; dating violence reporting procedures, guidelines to responding to at school incidents of dating violence and discipline procedures specific to the incidents.
(2) To ensure notice of the school district's dating violence policy, the policy shall be published in any school district policy and handbook that sets forth the comprehensive rules, procedures and standards of conduct for students at school.
(d) Each school district shall provide dating violence training to all administrators, teachers, nurses and mental health staff at the middle and high school levels. Upon the recommendation of the administrator, other staff may be included or may attend the training on a volunteer basis. The dating violence training shall include, but not be limited to: basic principles of dating violence; warnings signs of dating violence; and the school district's dating violence policy, to ensure that they are able to appropriately respond to incidents of dating violence at school. Thereafter, this training shall be provided yearly to all newly hired staff deemed appropriate to receive the training by the school's administration.
(e) Each school district shall inform the students’ parents or legal guardians of the school district’s dating violence policy. If requested, the school district shall provide the parents or legal guardians with the school district’s dating violence policy and relevant information. It is strongly recommended that the school district provide parent awareness training.

(f) Each school district shall collect data regarding instances of student misconduct that are considered dating violence. As part of the usual course of discipline data submission to the department of education, each school district shall specify when a particular infraction is also considered dating violence.

(g) This section does not prevent a victim from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.


(a) Each school district shall incorporate dating violence education that is age-appropriate into the annual health curriculum framework for students in grades seven (7) through twelve (12).

(1) Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs and characteristics of healthy relationships. Additionally, students shall be provided with the school district’s dating violence policy as provided in subsection 16-21-30(c).

(2) For the purposes of this section:

(i) "At school" means in a classroom, on or immediately adjacent to the school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school sponsored activity or event whether or not it is on school grounds.

(ii) "Dating partner" means any person involved in an intimate association with another primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term.

(iii) "Dating violence" means a pattern of abusive or coercive behaviors used to exert power and control over a current or former dating partner. Behaviors may occur online, in person, or through the use of technology. Abuse may be physical, verbal, emotional, sexual, financial, or psychological and includes threats, isolation, and intimidation.

(3) To assist school districts in developing a dating violence education program, the department of education shall review and approve the grade level topics relating to dating violence and healthy relationships in the "health literacy for all students: the Rhode Island health education framework”.

(4) The provisions of this section shall be amended in the health education curriculum sections of the Rhode Island rules and regulations for school health programs, R16-21-SCHO, and the Rhode Island basic education program at their next revisions.

(b) Upon written request to the school principal, a parent or legal guardian of a pupil less than eighteen (18) years of age, within a reasonable period of time after the request is made, shall be permitted to examine the dating violence education program instruction materials at the school in which his or her child is enrolled.

16-85-2. Legislative findings.
The general assembly hereby finds, determines and declares that when a student is a victim of dating violence, his or her academic life suffers and his or her safety at school is jeopardized. The general assembly therefore finds that a policy to create an environment free of dating violence shall be a part of each school district. It is the intent of the general assembly to enact legislation that would require each school district to establish a policy for responding to incidents of dating violence and to provide dating violence education to students, parents, staff, faculty and administrators, in order to prevent dating violence and to address incidents involving dating violence. All students have a right to work and study in a safe, supportive environment that is free from harassment, intimidation and violence.
REGULATIONS

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

E. Prevention of Bullying, Harassment, Hazing, Teen Dating Violence, and Sexual Violence.

1. Each LEA shall:
   a. Prevent and respond appropriately to incidents of bullying, hazing, teen dating violence, sexual violence, and related issues;
   b. Promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations;
   c. Provide professional development, training, resources, and other means to assist students, staff, and other adults in the school building or at school sponsored activities in carrying out these responsibilities; and
   d. Comply with relevant state and federal statutes regarding these issues.

F. Positive Behavioral Supports and Discipline

1. Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success.

216-RICR-20-10-4 Section 4.3. Definitions.

Section 4.3 Definitions

16. "Dating violence" means a pattern of behavior wherein a person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner. […]

Section 4.5 Administration of the Health Education Program

I. Planned and ongoing in-service programs are required to update health educators and other relevant personnel in their knowledge of health and teaching skills, and to obtain their input regarding health curriculum, assessment and improvement. These must be consistent with the provisions of R.I. Gen. Laws § 35-4-18 and R.I. Gen. Laws §§ 16-1-5(14), 16-22-12, 16-22-14, and 16-22-24 pertaining to substance abuse, alcohol, suicide, teen dating violence, and such other relevant laws. […]

Section 4.7 Mandated Health Instructional Outcomes

A. Pursuant to R.I. Gen. Laws § 16-22-4, the health education curriculum must be based on the Rhode Island Health Education Framework: Health Literacy for All Students standards and consistent with the mandated health instructional outcomes incorporated at §§ 4.2(A) and (B) of this Part. These outcomes must pertain to no less than the following required content area topics appropriate to grade or developmental level:

7. Family Life and Sexuality: responsibilities of family membership and adulthood, issues related to reproduction, abstinence, dating and dating violence, marriage, parenthood, information about sexually transmitted diseases, sexuality and sexual orientation, as part of comprehensive sexuality education pursuant to R.I. Gen. Laws § 16-22-18.
Prevention, Behavioral Intervention, and Supports

State Model Policies and Implementation Support

LAWS

16-21-21. Student discipline codes.

Each school committee shall make, maintain, and enforce a student discipline code. The purpose of the code is to foster a positive environment that promotes learning. The department of elementary and secondary education shall provide necessary technical assistance in the development of the student discipline code. The school committee shall cause the school discipline code to be distributed to each student enrolled in the district. Each student and his or her parent, guardian, or custodian shall sign a statement verifying that they have been given a copy of the student discipline code of their respective school district.

16-21-23.1. Model school safety plans and checklists - Development and dissemination.

(a) It shall be the duty of the department of elementary and secondary education to collaborate with the Rhode Island emergency management agency, state police, state fire marshal, the department of behavioral health, developmental disabilities, and hospitals, and other safety officials to develop a model school safety plan to be consulted by school safety teams in accordance with § 16-21-23. This model plan shall be based on best practices in school safety planning and the department of elementary and secondary education shall communicate the plan electronically to all school committees and school safety teams in the state.

(b) It shall be the duty of the department of elementary and secondary education to develop and disseminate school safety check lists that school districts can use on a regular basis and at least annually to assess the strengths and weaknesses of school safety in accordance with § 16-21-24. The check lists shall incorporate best practices in school safety planning and the department of elementary and secondary education shall communicate the plan electronically to all school committees and school safety teams in the state.

REGULATIONS

No relevant regulations found.

Multi-tiered Frameworks and Systems of Support

LAWS

No relevant laws found.

REGULATIONS

200-RICR-20-10-1 Section 1.3.1. Academic supports and interventions.

B. Supports and Interventions through Systematic Problem Solving

1. Each LEA shall provide student-centered, data-driven supports and interventions utilizing a problem-solving process, building on the foundation of a guaranteed and viable comprehensive program of study. This process shall be comprehensive and systematic and focused at the individual student level in order to provide access to supports and interventions as may be necessary at the classroom, school, and district levels to ensure that each student is provided with supports and interventions designed to
enable that student to achieve academic success. The LEA shall provide a full continuum of universal, targeted, and intensive supports that are culturally and linguistically appropriate, research-based, and designed to respond to student needs in compliance with the specific requirements for support services described herein.

2. Each LEA shall develop school and district level data-based, decision-making teams. These teams shall review comprehensive assessment data to develop, evaluate and modify academic instruction and support services. Descriptions of such teams shall include the purpose of each team, team composition, and the frequency with which each team meets.

3. The LEA’s problem-solving approach to determine appropriate levels of support and intervention must include identification of student-based issues (specifying both target and actual performance), identification of supports and interventions developed to address those issues, measurements designed to evaluate responsiveness, and the identification of responsible LEA staff.

200-RICR-20-10-1 Section 1.3.2. Supportive and nurturing school community.

F. Positive Behavioral Supports and Discipline

1. Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success.

200-RICR-20-10-1 Section 1.5. Definitions.

Prevention

LAWS

No relevant laws found.

REGULATIONS

200-RICR-20-10-1 Section 1.1.4. Expectations for the local education agency in implementing the basic education program.

B. Functions of the Local Education Agency

1. Each LEA shall address seven core functions in order to ensure that all of its schools are providing an adequate education to every student:

   e. Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.

   f. Foster Safe and Supportive Environments for Students and Staff. The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and learning environments; and require that every student has at least one adult accountable for his or her learning.
Social-emotional Learning (SEL)

LAWS
No relevant laws found.

REGULATIONS
No relevant regulations found.

Trauma-informed Practices

LAWS
16-21-40. Trauma Informed Schools Act.
(A) Schools play a critical role in addressing and mitigating the effects of child trauma by recognizing the impact of adversity and trauma on students, parents, and staff, and embedding policies and practices that foster well-being and resilience. (B) Through alignment and integration with a multi-tiered system of support frameworks designed to support the academic, behavioral, social, and emotional needs of all students, the commissioner of elementary and secondary education shall develop a trauma-informed schools implementation plan, as well as necessary administrative guidance, professional development materials, and other resources to enable all elementary and secondary schools to:

(1) Establish and implement trauma-informed practices within all elementary and secondary education schools throughout the state, that:

   (i) Promote a shared understanding among teachers, teacher’s assistants, school leaders, paraprofessionals, specialized instructional support personnel, and other staff that:

   (a) Traumatic experiences are common among students;
   (b) Trauma can impact student learning, behavior, and relationships in school;
   (c) Traumatic experiences do not inherently undermine the capabilities of students to reach high expectations in academics and life;
   (d) School-wide learning environments, where all students and adults feel safe, welcomed, and supported, can enable students to succeed despite traumatic experiences; and
   (e) Services, supports, and programs provided to meet individual student needs should be trauma-informed, where appropriate, and increase student connection to the schoolwide learning environment.

   (ii) Adopt disciplinary procedures and practices that:

   (a) Accompany disciplinary actions with holistic assessments and positive behavioral interventions and supports to address the underlying causes of student behavior, including trauma;
   (b) Avoid harsh, punitive, or exclusionary disciplinary practices;
   (c) Utilize evidence-based restorative practices with a focus on behavior modifications and building community, and less punitive or exclusionary practices that erode a culture of trust;
   (d) Implement procedures to call skilled mental health personnel when there is a mental health breakdown, and resort to law enforcement only in extreme cases and/or when a student or students are at risk of bodily harm; and
   (e) Do not discriminate on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, English proficiency status, migrant status, or age.
(iii) Implement activities that engage teachers, teacher's assistants, school leaders, paraprofessionals, specialized instructional support personnel, and other staff, in a process of school-based planning to:

(a) Promote a school-wide schoolwide culture of acceptance;

(b) Help all students feel safe and connected to the school community;

(c) Support all students to form positive relationships with adults and peers, understand and manage emotions, achieve success academically and in extracurricular areas, and experience physical and psychological health and well-being;

(d) Promote teamwork and effective communication among all staff and shared responsibility for every student;

(e) Integrate evidence-based practices that build social-emotional skills into rigorous academic instruction;

(f) Support trauma-sensitive and informed approaches to multi-tiered system of supports ("MTSS") function of team-based leadership, tiered delivery system, selection and implementation of instruction and intervention, comprehensive screening and assessment system, and continuous data-based decision-making; and

(g) Recognize and prevent adult implicit bias.

16-21-41. Trauma-Informed Schools Act Commission.

(A) There is hereby established a trauma-informed schools commission (hereinafter the "commission"). The commission shall meet at least quarterly or approximately four (4) times per year in fiscal years 2023 and 2024. It shall expire on June 30, 2024. Members of the commission shall serve without compensation.

(B) The commission shall be appointed by the council on elementary and secondary education no later than September 30, 2022, and shall be comprised of twelve (12) members: one of whom shall be the commissioner of elementary and secondary education, or designee; one of whom shall be a representative of the RI school superintendents association; one of whom shall be appointed from among the leadership of the state's teachers' unions; one of whom shall be the child advocate; one of whom shall be a representative of a Rhode Island-based institution of higher education with expertise in child development, child mental and behavioral health, trauma-informed educational practices, or a related field; two (2) of whom shall be representatives of youth-serving community-based organizations that provide direct services to youth who have, or are at high risk of experiencing trauma; one of whom shall be a licensed clinical social worker, who primarily works with youth and/or families; one of whom shall be a representative of the Rhode Island Chapter of the American Academy of Pediatrics; one of whom shall be the executive director of RI Kids Count, or designee; one of whom shall be the president of adoption RI, or designee; and one of whom shall be a representative of an organization that engages and/or supports parents of school-aged children, with priority given to representation from a parent-led organization.

(C) The department of elementary and secondary education shall provide necessary staff and material support to the commission in the furtherance of its purpose.

(D) The purpose of the commission shall be to assist the department of elementary and secondary education with the implementation of the trauma-informed schools act, as set forth in this section and section 16-21-40.

(E) In furtherance of its purpose, the commission shall undertake such actions as it determines appropriate, which shall include, but not be limited to, the following:

1. Conducting a review and assessment of existing trauma-informed school and community-based resources and initiatives across the state;
(2) Informing the development of a trauma-informed school implementation plan and supporting
materials, that shall be submitted to the council on elementary and secondary education for approval
no later than April 1, 2024; (3) Researching, identifying, and cataloging state, federal, and philanthropic
funding sources that align with the provisions of this section and section 16-21-40;
(4) No later than March 1, 2023, submitting an interim report to the speaker of the house, the president
of the senate, and the governor, that provides an update on the commission's initial findings, work plan,
and any preliminary recommendations for regulatory or legislative action to promote the implementation
oil trauma-informed practices in schools; and
(5) No later than June 30, 2024, submitting a final report to the speaker of the house, the president of
the senate, and the governor, that details the commission's findings and recommendations for
implementing trauma-informed practices in every elementary and secondary school in Rhode Island.

(F) The commission shall elect a chairperson from its membership. A quorum of the commission at any
meeting shall consist of at least seven (7) members.

(G) All departments, boards, and agencies of the state shall cooperate with the commission and forthwith
furnish any advice and information, documentary and otherwise, as may be necessary or desirable to
facilitate the purposes of this chapter.

(H) The department of education is authorized and directed to provide suitable quarters for commission
meetings.

REGULATIONS
No relevant regulations found.

Mental Health Literacy Training

LAWS
No relevant laws found.

REGULATIONS
No relevant regulations found.

School-based Behavioral Health Programs

LAWS
(c) The school crisis response team shall be comprised of those selected school personnel willing to serve
as members of a psychological response team to address the psychological and emotional needs of the
school community, and may seek mental health resources from the department of elementary and
secondary education. Members of the school crisis response team may coordinate mental health services
for those students and school employees affected by acts of violence in the schools, using resources
available through the department of elementary and secondary education.

16-21-24. Requirements of school safety plans, school emergency response plans, and school
crisis response plans.
(b) School safety plans, as required by this chapter, shall further include school emergency response
plans specific to each school building contained within each city, town, or regional school district, and
shall be developed and approved in consultation with local police and fire. The state police shall provide
consultation for those school districts that for whatever reason may not have access to local police.
School emergency response plans shall include, and address, but not be limited to, the following elements:

(8) Policies and procedures for ensuring timely access to mental health services for those students and school employees affected by a violent incident.
16-73.1-1. Compilation of data - School social worker duties and responsibilities.

(a) Accumulated data is needed to identify and assess the workload, duties, and responsibilities of school social workers. The 2009 basic education plan drafted by the department of education:

1. Delegates to the local education agency the ultimate responsibility for the operation of a system of education and support services that is reasonably designed and adequately resourced to achieve compliance with all aspects of the basic education plan;

2. Requires that the local education agency provide a supportive and nurturing school community; and

3. Provides adequate psychological, mental health, and social services.

REGULATIONS

200-RICR-20-10-1 Section 1.3.3. Health and social service supports.

A. Health, mental health, and social service needs of children and their families may be barriers to academic success. Each LEA shall therefore provide and/or facilitate partnerships with community agencies to provide, on site or through referral, a broad array of services and supports to meet these needs. [...] 

C. Psychological and Mental Health Services

1. Mental and emotional health issues directly impede students’ abilities to learn. Such issues include bullying, alcohol and drug abuse, depression, anxiety, and domestic violence, as well as psychiatric disorders.

2. Therefore, each LEA shall:

   a. Ensure that students have access to a coordinated program of culturally and linguistically responsive psychological and mental health services, on site or through effective referral systems;

   b. Ensure that school psychological and mental health services will be provided by appropriately credentialed, high quality staff. Services must provide for identification of risks and assessment of service needs; primary prevention; individual, family, and group counseling; consultative services; and resource and service coordination; and

   c. To the extent practicable, ensure that schools coordinate with community youth development, prevention, and treatment efforts.
Monitoring and Accountability

Formal Incident Reporting of Conduct Violations

LAWS


(a) School safety plans, as required by this chapter, shall address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. The school safety plans shall include, at a minimum, the following policies and procedures:

   (12) Strategies for improving communication, including use of common, consistent plain language by school district officials, school officials and emergency responders, among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence.

16-21-34. Statewide bullying policy implemented.

(a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

   (3) A provision that 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;

   (4) Clear procedures for promptly responding to and investigating reports of bullying or retaliation.

REGULATIONS

200-RICR-20-30-2 Section 2.7. Reporting requirements.

A. Informing School Administration. The staff member who administered the physical restraint/crisis intervention shall inform the administration of any public education program of the use of a physical restraint/crisis intervention as soon as possible, and by a written report not later than the next working day. The administration shall maintain an ongoing written record of all reported instances of physical restraint/crisis intervention. [...] 

C. Contents of Report. The written report required by § 2.7(A) of this Part shall include:

1. The names and job titles of the staff who administered the restraint, and observers, if any, the date of the restraint, the time the restraint began and ended, and the name of the administrator who was verbally informed following the restraint;

2. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint/crisis intervention, the behavior that prompted the restraint, the efforts made to deescalate the situation, alternatives to restraint that were attempted, and the justification for initiating physical restraint/crisis intervention;

3. A description of the administration of the restraint including the holds used and reasons such holds were necessary, the student's behavior and reactions during the restraint, how the restraint ended, and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided;
4. Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student, and a behavioral intervention plan was developed or modified as a result of the restraint;
5. Information regarding opportunities for the student’s parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

**200-RICR-30-10-2 Section 2.6. Reporting.**

A. The school principal, director or 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 § 2.13 of this Part for sample Report Form).

B. 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.

C. 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.

D. Parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying shall be notified within twenty-four 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 principal, director or head of school.

E. Responsibility of Staff:

1. 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.

2. Failure to do so may result in disciplinary action.

F. Responsibility of Students:

1. 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.

2. Failure to do so may result in disciplinary action.

3. 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.

G. Prohibition against Retaliation:

1. 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.

2. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

H. False Reporting/Accusations:

1. 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.

I. Reports in Good Faith:

1. 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.
200-RICR-30-10-2 Section 2.7. Investigation.
A. The school principal, director or 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.
B. 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.

Parental Notification

LAWS
11-47-60.2. Possession of weapons on school grounds - Notification.
(a) If a student is found to be carrying a weapon, as defined in § 11-47-42, a firearm or replica of a firearm, or commits an aggravated assault on school grounds as defined in § 11-47-60, the principal or designee shall immediately notify the student's parents and the local police and turn the weapon over, if any, to the local enforcement agency.
(b) Any person who has reasonable cause to know that any person is in violation of this statute shall notify the principal or designee. The principal or designee shall immediately notify the student's parents and the local police. Any person acting in good faith who makes a report under this section shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of making the report.

(a) Whenever any pupil in grades kindergarten through nine (9) fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent or guardian is aware of the pupil's absence, a reasonable effort to notify, by telephone, the parent or guardian shall be made by school personnel or volunteers organized by the school committee of each city, town, or regional school district or the director or other person in charge of private schools of elementary and secondary grades.
(b) School committees, school personnel, or volunteers organized pursuant to this section shall be immune from any civil or criminal liability in connection with the notice to parents of a pupil's absence or failure to give the notice required by this section.

16-21-23.2. Threat assessment teams and oversight committees.
(d) Upon preliminary determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the district superintendent or designee. The building administrator or designee may, if appropriate, attempt to notify the student's parent or legal guardian. Nothing in this subsection shall preclude school district personnel from acting immediately to address an imminent threat.

(a) School safety plans, as required by this chapter, shall address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. The school safety plans shall include, at a minimum, the following policies and procedures:
(10) Policies and procedures for contacting parents, guardians, or persons in parental relation to the students of the city, town, or region in the event of a violent incident.

16-21-34. Statewide bullying policy implemented.

(a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

(8) Procedures for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification of the local law enforcement agency when criminal charges may be pursued against the perpetrator. [...] 

(12) Provisions for informing parents and guardians about the bullying policy of the school district or school shall include, but not be limited to:

(ii) A provision for notification, within twenty-four (24) hours, of the incident report, to the parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying.

16-21.5-1. Legislative intent.

(a) Community policing and the presence of school resource officers on school campuses serve a vital role fostering a safe learning environment for pupils, faculty and staff.

(b) In order to enable school resource officers to more effectively fulfill this role, it is the intent of the legislature to encourage them to form positive relationships with both parents and pupils who are part of the school community.

(c) It is also vitally important that parents be given meaningful opportunity to be active and informed participants in situations involving interaction with school resource officers or other members of the law enforcement community in the school setting.

(d) In furtherance of this objective, it is the intent of the legislature to increase the level of participation of parents when their minor children are being questioned by law enforcement in school or at a school-sponsored activity.

16-21.5-2. Procedure for interrogating elementary students.

(a) Before making an elementary school pupil available to a law enforcement officer for the purpose of being questioned, the principal of the elementary school, or his or her designee, shall take immediate steps to obtain the oral consent of the parent or guardian of the pupil to permit the questioning.

(b) If the parent or guardian requests that the pupil not be questioned until he or she can be present, the pupil may not be made available to the law enforcement officer for questioning until the parent or guardian is present.

(c) If school officials are unable, after reasonable efforts undertaken within a period not to exceed one hour, to contact a parent or guardian in order to obtain consent pursuant to this subdivision, a school administrator, school counselor, or school teacher who is reasonably available and selected by the pupil, shall be present during the questioning.

(d) If the school administrator, school counselor, or school teacher selected by the pupil declines to be present during the questioning, the principal, or his or her designee, shall be present during the questioning.
(e) In those cases in which school officials are unable to contact the pupil's parent or guardian, after the questioning has been completed, the principal or his or her designee shall immediately notify the parent or guardian that the questioning has occurred and make the staff member who was present during the questioning available to inform the parent or guardian about questioning.

16-21.5-3. Procedure for interrogating high school students.

(a) Before making a high school pupil under eighteen (18) years of age available to a law enforcement officer for the purpose of questioning, the principal of the school, or his or her designee, shall inform the pupil that the pupil has the right to request that his or her parent or guardian or an adult family member, or person on the list of emergency contacts for the pupil be present during the questioning.

(b) If the person selected by the pupil cannot be made available within a reasonable period of time, not exceeding one hour, or declines to be present at the questioning, the principal or his or her designee shall inform the pupil that the pupil may select as an alternate, a school administrator, school counselor, or school teacher who is reasonably available to be present during the questioning.

(c) If the person selected by the pupil declines to be present during the questioning, the principal, or his or her designee, shall so inform the pupil and advise the pupil that the principal, or his or designee, will be present during the questioning if the pupil so requests.

(d) If the pupil exercises his or her right, pursuant to this subsection, to have one of the persons designated in paragraph (a), (b) or (c) present during the questioning, the pupil may not be made available to the law enforcement officer for questioning until that person is present.

REGULATIONS

200-RICR-20-30-2 Section 2.7. Reporting requirements.

B. Informing Parents. The school administration shall have procedures to inform the student's parent(s) or guardian(s) of the use of a restraint as soon as possible, and not later than two (2) school days after each incident. Written documentation of this notification shall be maintained by the public education program.

200-RICR-30-10-2 Section 2.6. Reporting.

D. Parents or guardians of the victim of bullying and parents or guardians of the alleged perpetrator of the bullying shall be notified within twenty-four 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 principal, director or head of school.

200-RICR-30-10-2 Section 2.7. Investigation.

D. Protection:

1. If a student is the victim of serious or persistent bullying:
   c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

200-RICR-30-10-2 Section 2.8. Disciplinary action.

A. 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.

B. The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:
Data Collection, Review, and Reporting of Discipline Policies and Actions

LAWS
16-7.1-5.1. Intervention and support for the Providence public school district.

(A) No later than September 1, 2022, and in order to assess the Providence school district across multiple measures of district performance and student success, the commissioner shall update the turnaround action plan released June 23, 2020, (the “turnaround plan”), to include measurable annual goals including, but not limited to, the following:

1. Student attendance and suspension rates;
2. Student safety and discipline;
3. Student promotion, graduation, and dropout rates;

16-2-17. Right to a safe school.

(d) All school superintendents, or their designees, shall review annually, the discipline data for their school district, collected in accordance with the specifications set forth in § 16-60-4(21), to determine whether the discipline imposed has a disproportionate impact on students based on race, ethnicity, or disability status and to appropriately respond to any such disparity. In addition to the data submitted, if a disparity exists, the school district shall submit a report to the council on elementary and secondary education describing the conduct of the student, the frequency of the conduct, prior disciplinary actions for the conduct, any other relevant information and corrective actions to address the disparity, after consultation with representatives of the faculty has been taken to address the disparity. The reports shall be deemed to be public records for purposes of title 38.

(e) On or before September 1, 2023, and annually by September 1 thereafter, the Rhode Island Department of Education, in coordination with the Rhode Island Office of the Attorney General, shall, for each school district, annually collect, report, and publish on its website, data on: the number of school resource officers; the use of force against students, including, but not limited to, the number of instances force was used and the type of the force used; arrests of students and reasons for arrest; student referrals to law enforcement and reasons for referral; student referrals to court or court service units; and the number and type of any other disciplinary actions taken or recommended by school resource officers involving students. All data shall be published in a manner that protects the identities of students and shall be collected and designated by student age, grade, race, ethnicity, gender, language status, and disability, to the extent that the demographic data is available.

16-19-1. Attendance required.

(a) Every child who has completed, or will have completed, six (6) years of life on or before September 1 of any school year, or is enrolled in kindergarten, and has not completed eighteen (18) years of life, shall regularly attend some public day school during all the days and hours that the public schools are in session in the city or town in which the child resides. The public school shall be responsible for regular attendance data monitoring of all students and early identification of emergent truant behavior. Prior to referring truant students to family court, schools must do their due diligence to assure all interventions have taken place. This includes, and is not limited to:

1. Consultation with the parent or guardian; and
2. Coordination with the student's school-identified support team such as the individualized education plan, behavioral support, or attendance teams.

(a) The council on elementary and secondary education shall have in addition to those enumerated in § 16-60-1, the following powers and duties:

(21)(i) To prepare, with the assistance of the commissioner of elementary and secondary education, and to present annually to the general assembly by January 1 a report on school discipline in Rhode Island schools. This report shall include:

(A) Expulsions by district, including duration and the reason for each action;
(B) Suspensions by district, including duration and the reason for each action;
(C) Placements to alternative programs for disciplinary reasons;
(D) Assaults of teachers, students, and school staff by students;
(E) Incidents involving possession of weapons on school property. For the purpose of this section, a weapon shall be considered any of those weapons described in §§ 11-47-2 and 11-47-42;
(F) Incidents of the sale of controlled substances by students;
(G) Incidents of the possession with the intent to sell controlled substances by students;
(H) Additional demographic information including, but not limited to, the ethnic and racial classifications, age, and gender, as prescribed by the commissioner, of each of the students involved in the incidents, events or actions described in subparagraphs (A) through (G) of this subdivision; and
(I) A description of the education program provided to each student suspended for over ten (10) consecutive school days in a school year.

(ii) All school superintendents shall supply the necessary information on forms established by the commissioner of elementary and secondary education to the council on elementary and secondary education to assist in the preparation of the council's report on school discipline.

(22) To prepare and promulgate a uniform statewide school reporting system which would provide information including, but not limited to, the following:

(i) Student and teacher attendance rates;
(ii) Standardized test scores;
(iii) Demographic profiles;
(iv) Results of polls of students, parents, and teachers;
(v) Descriptions of goals, initiatives, and achievements;
(vi) Best teaching practices;
(vii) Alternative student assessments;
(viii) Special programs; and
(ix) Number of student suspensions and teacher grievances and the amount of parental involvement.

REGULATIONS
200-RICR-20-30-2 Section 2.7. Reporting requirements.

D. Report to the R.I. Department of Education. Each public educational program shall provide the R.I. Department of Education a record of every incident of the use of a physical restraint/crisis intervention on an annual basis.

200-RICR-30-10-2 Section 2.4. Policy oversight and responsibility.

B. The school principal, director, or head of school shall provide the superintendent, school committee and/or school governing board with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.
Partnerships between Schools and Law Enforcement

Referrals to Law Enforcement

LAWS

11-47-60.2. Possession of weapons on school grounds - Notification.

(b) Any person who has reasonable cause to know that any person is in violation of this statute shall notify the principal or designee. The principal or designee shall immediately notify the student's parents and the local police. Any person acting in good faith who makes a report under this section shall have immunity from any civil liability that might otherwise be incurred or imposed as a result of making the report.


(a) School safety plans, as required by this chapter, shall address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. The school safety plans shall include, at a minimum, the following policies and procedures:

(8) Policies and procedures for contacting appropriate law enforcement officials and EMS/Fire, in the event of a violent incident and that include consistent, plain language and terminology that is recommended by the model plan pursuant to general laws § 16-21-23.1.

16-21-34. Statewide bullying policy implemented.

(a) The Rhode Island department of education shall prescribe by regulation a statewide bullying policy, ensuring a consistent and unified, statewide approach to the prohibition of bullying at school. The statewide policy shall apply to all schools that are approved for the purpose of § 16-9-1 and shall contain the following:

(8) Procedures for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification of the local law enforcement agency when criminal charges may be pursued against the perpetrator.

16-21-5-2. Procedure for interrogating elementary students.

(a) Before making an elementary school pupil available to a law enforcement officer for the purpose of being questioned, the principal of the elementary school, or his or her designee, shall take immediate steps to obtain the oral consent of the parent or guardian of the pupil to permit the questioning.

(b) If the parent or guardian requests that the pupil not be questioned until he or she can be present, the pupil may not be made available to the law enforcement officer for questioning until the parent or guardian is present.

(c) If school officials are unable, after reasonable efforts undertaken within a period not to exceed one hour, to contact a parent or guardian in order to obtain consent pursuant to this subdivision, a school administrator, school counselor, or school teacher who is reasonably available and selected by the pupil, shall be present during the questioning.

(d) If the school administrator, school counselor, or school teacher selected by the pupil declines to be present during the questioning, the principal, or his or her designee, shall be present during the questioning.

(e) In those cases in which school officials are unable to contact the pupil's parent or guardian, after the questioning has been completed, the principal or his or her designee shall immediately notify the parent...
or guardian that the questioning has occurred and make the staff member who was present during the questioning available to inform the parent or guardian about questioning.

**16-21.5-3. Procedure for interrogating high school students.**

(a) Before making a high school pupil under eighteen (18) years of age available to a law enforcement officer for the purpose of questioning, the principal of the school, or his or her designee, shall inform the pupil that the pupil has the right to request that his or her parent or guardian or an adult family member, or person on the list of emergency contacts for the pupil be present during the questioning.

(b) If the person selected by the pupil cannot be made available within a reasonable period of time, not exceeding one hour, or declines to be present at the questioning, the principal or his or her designee shall inform the pupil that the pupil may select as an alternate, a school administrator, school counselor, or school teacher who is reasonably available to be present during the questioning.

(c) If the person selected by the pupil declines to be present during the questioning, the principal, or his or her designee, shall so inform the pupil and advise the pupil that the principal, or his or designee, will be present during the questioning if the pupil so requests.

(d) If the pupil exercises his or her right, pursuant to this subsection, to have one of the persons designated in paragraph (a), (b) or (c) present during the questioning, the pupil may not be made available to the law enforcement officer for questioning until that person is present.

**16-21.5-4. Student interrogations under exigent circumstances.**

The provisions of §§ 16-21.5-2 and 16-21.5-3 shall not apply if any of the following conditions exist:

(a) The law enforcement officer reasonably believes that, due to exigent circumstances, the inability of the officer to immediately question the pupil will materially interfere with the ability of the officer to conduct his or her investigation and any delay would significantly impede the timely apprehension of a suspect. In that case, if an elementary school pupil is being questioned, the principal or his or her designee shall be present during the questioning and shall take immediate and continuous steps to notify the parent or guardian by telephone about the questioning, and if unsuccessful in doing so before the questioning, shall take immediate steps to notify the parent or guardian about the questioning after the questioning has been completed. If a high school pupil is being questioned, the pupil shall be given the option of having the principal, or his or her designee, present during the questioning.

(b) The law enforcement officer reasonably believes that there is a substantial risk of immediate personal injury or substantial property damage. In that case, if an elementary school pupil is being questioned, the principal or his or her designee shall be present during the questioning and shall take immediate and continuous steps to notify the parent or guardian by telephone regarding the questioning, and if unsuccessful in doing so before the questioning is completed, shall take immediate steps to notify the parent or guardian regarding the questioning after it has been completed. If a high school pupil is being questioned, the pupil shall be given the option of having the principal or his or her designee present during the questioning.

(c) The minor pupil being questioned is suspected of being a victim of child abuse or neglect, and either the principal or his or her designee or the law enforcement officer has reasonable belief that the pupil would be endangered by the notification requirements of § 16-21.5-2 or § 16-21.5-3. In that case, if the pupil is an elementary school pupil, the principal of the school, or his or her designee, shall inform the pupil that the pupil has the right to select a school administrator, school counselor or school teacher who is reasonably available to be present during the questioning, as provided in paragraphs (c) and (d) of § 16-21.5-2. If the pupil is a high school pupil, the principal of the school, or his or her designee, shall inform the pupil that the pupil has the right to select another person to be present during the questioning as provided in subsection 16-21.5-3(b).

(d)(1) In the case of an elementary school pupil, the law enforcement officer's questioning of the pupil concerns the commission of criminal activity by the person who would otherwise be present during the
questioning pursuant to § 16-21.5-2. In that case, the principal of the school, or his or her designee, shall inform the pupil that the pupil has the right to select a school administrator, school counselor, or school teacher who is reasonably available to be present during the questioning as provided in subsection 16-21.5-2(c).

(2) In the case of a high school pupil, the law enforcement officer's questioning of the pupil concerns the commission of criminal activity by the person selected by the pupil pursuant to § 16-21.5-3. In that case, the principal of the school, or his or her designee, shall so inform the pupil and advise that the pupil has the right to select another person to be present during the questioning as provided in subsection 16-21.5-3(c).

(e) The pupil is on probation or parole and is being interviewed or otherwise contacted by a probation or parole officer in the normal course of duties of the probation or parole officer.

(f) Except in exigent circumstances as determined by the law enforcement officer, any questioning of a pupil by a law enforcement officer for any reason other than the ordinary, day-to-day conversation that is to be expected among members of a school community, shall take place in a private location, including, but not limited to, the principal's office, and may not take place in a classroom or hallway or other areas where pupils or others may be present.

(g) A school official present during the questioning of a pupil under this section may not disclose matters discussed with the pupil other than to the parent or guardian of the pupil, the attorney for the pupil, other school officials, or a court.

(h) Any school officer or staff member present at the questioning of the pupil by a law enforcement officer pursuant to this section is immune from civil or criminal liability arising from his or her participation during the questioning of the pupil.

(i) For the purposes of this section, "questioning" means only formal questioning in which the principal, or his or her designee, makes a pupil available to a law enforcement officer, at the request of the law enforcement officer, the principal or his or her designee, for questioning as a victim, suspect, or person with information concerning a suspected violation of a school rule that constitutes grounds for expulsion or a suspected commission of a crime. For the purposes of this section, "formal questioning" means only questioning of a pupil by a law enforcement officer that occurs on school grounds. "Formal questioning" does not include ordinary, day-to-day conversations between a pupil and a law enforcement officer.

REGULATIONS

200-RICR-30-10-2 Section 2.7. Investigation.

C. Police Notification:

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

200-RICR-30-10-2 Section 2.8. Disciplinary action.

A. 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.

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

9. Police contact.
School Resource Officer (SRO) or School Security Officer (SSO) Training or Certification

LAWS


(a) School safety plans, as required by this chapter, shall address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. The school safety plans shall include, at a minimum, the following policies and procedures:

(2) Formalized collaborative arrangements with state and local law enforcement and fire fighter officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited.

16-7.2-6. Categorical programs, state funded expenses.

In addition to the foundation education aid provided pursuant to § 16-7.2-3, the permanent foundation education-aid program shall provide direct state funding for:

(i) State support for school resource officers. For purposes of this subsection, a school resource officer (SRO) shall be defined as a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community-oriented policing assignment to work in collaboration with one or more schools. School resource officers should have completed at least forty (40) hours of specialized training in school policing, administered by an accredited agency, before being assigned. Beginning in FY 2019, for a period of three (3) years, school districts or municipalities that choose to employ school resource officers shall receive direct state support for costs associated with employing such officers at public middle and high schools. Districts or municipalities shall be reimbursed an amount equal to one-half (½) of the cost of salaries and benefits for the qualifying positions. Funding will be provided for school resource officer positions established on or after July 1, 2018, provided that:

(1) Each school resource officer shall be assigned to one school:

   (i) Schools with enrollments below one thousand twelve hundred (1,200) students shall require one school resource officer;

   (ii) Schools with enrollments of one thousand twelve hundred (1,200) or more students shall require two school resource officers;

(2) School resource officers hired in excess of the requirement noted above shall not be eligible for reimbursement; and

(3) Schools that eliminate existing school resource officer positions and create new positions under this provision shall not be eligible for reimbursement.

REGULATIONS

No relevant regulations found.

Authorizations, Memoranda of Understanding (MOUs), and/or Funding

LAWS


(a) School safety plans, as required by this chapter, shall address, but not to be limited to, prevention, mitigation, preparedness, response, and recovery. The school safety plans shall include, at a minimum, the following policies and procedures:
(2) Formalized collaborative arrangements with state and local law enforcement and fire fighter officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited.

16-21.5-1. Legislative intent.
(a) Community policing and the presence of school resource officers on school campuses serve a vital role fostering a safe learning environment for pupils, faculty and staff.
(b) In order to enable school resource officers to more effectively fulfill this role, it is the intent of the legislature to encourage them to form positive relationships with both parents and pupils who are part of the school community.
(c) It is also vitally important that parents be given meaningful opportunity to be active and informed participants in situations involving interaction with school resource officers or other members of the law enforcement community in the school setting.
(d) In furtherance of this objective, it is the intent of the legislature to increase the level of participation of parents when their minor children are being questioned by law enforcement in school or at a school-sponsored activity.

16-7.2-6. Categorical programs, state funded expenses.
In addition to the foundation education aid provided pursuant to § 16-7.2-3, the permanent foundation education-aid program shall provide direct state funding for:

(i) State support for school resource officers. For purposes of this subsection, a school resource officer (SRO) shall be defined as a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community-oriented policing assignment to work in collaboration with one or more schools. School resource officers should have completed at least forty (40) hours of specialized training in school policing, administered by an accredited agency, before being assigned. Beginning in FY 2019, for a period of three (3) years, school districts or municipalities that choose to employ school resource officers shall receive direct state support for costs associated with employing such officers at public middle and high schools. Districts or municipalities shall be reimbursed an amount equal to one-half (½) of the cost of salaries and benefits for the qualifying positions. Funding will be provided for school resource officer positions established on or after July 1, 2018, provided that:

(1) Each school resource officer shall be assigned to one school:
   (i) Schools with enrollments below one thousand twelve hundred (1,200) students shall require one school resource officer;
   (ii) Schools with enrollments of one thousand twelve hundred (1,200) or more students shall require two school resource officers;

(2) School resource officers hired in excess of the requirement noted above shall not be eligible for reimbursement; and

(3) Schools that eliminate existing school resource officer positions and create new positions under this provision shall not be eligible for reimbursement.

REGULATIONS
No relevant regulations found.
Threat Assessment Protocols

**LAWS**

16-21-23.2. Threat assessment teams and oversight committees.
(a) Each local school board or committee shall adopt written policies for the establishment of threat assessment teams, including the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the school safety committee. The policies shall include procedures for referrals to community services or healthcare providers for evaluation or treatment when appropriate.
(b) The superintendent of each school district shall establish a district committee charged with oversight of the threat assessment teams operating within the district, which may be an existing committee established by the district. The committee shall include individuals with expertise in guidance, counseling, school administration, mental health, and law enforcement.
(c) Each district superintendent shall establish, for each school, a threat assessment team that shall include persons with expertise in guidance, counseling, school administration, mental health, and law enforcement. Threat assessment teams may be established to serve schools as determined by the district superintendent. Each team shall:
   (1) Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
   (2) Identify members of the school community to whom threatening behavior should be reported; and
   (3) Implement policies adopted by the local school board or committee pursuant to subsection (a).
(d) Upon preliminary determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the district superintendent or designee. The building administrator or designee may, if appropriate, attempt to notify the student’s parent or legal guardian. Nothing in this subsection shall preclude school district personnel from acting immediately to address an imminent threat.
(e) No member of a threat assessment team shall disclose any information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which the disclosure was made to the threat assessment team.

**REGULATIONS**

216-RICR-20-10-4 Section 4.40. School safety.
4.40.3 School Safety Plans
A. In accordance with R.I. Gen. Laws § 16-21-23(b), the school committee of each city, town, and regional school department is required to adopt a comprehensive school safety plan that addresses preparedness, response and recovery and meets the policy and procedure requirements in R.I. Gen. Laws § 16-21-24.
   1. The school safety plan must include best practices and relevant provisions of the current state model plan as published by RIDEM including:
      a. Guidance for communicating threats of violence or harm to the specifically identifiable student(s) and/or school personnel who are the subject of said threats by individuals or groups.
      b. Standards for determining those threats of violence or harm that meet the threshold of seriousness and reasonableness so that communication of said threats to specifically identifiable students and/or school personnel is justified;
   2. The school committee is required to review and update the school safety plans by November 1 of each year in accordance with R.I. Gen. Laws § 16-21-25.
State-Sponsored, Publicly Available Websites or Other Resources on School Discipline

Safe, supportive learning environments use disciplinary policies and practices that help students stay out of the justice system, while ensuring academic engagement and success for all students. The following resources provided by Rhode Island provide additional context to state policy and regulations and, in some cases, may support the readers’ efforts to provide a positive disciplinary school climate.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Website address (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridging Research, Implementation, &amp; Data, to Guide Educators in Rhode Island: The Home of MTSS in Rhode Island (BRIDGE-RI)</td>
<td>Provides information on MTSS foundations in Rhode Island, behavior/SEL, online learning, and annual data on MTSS initiatives.</td>
<td><a href="https://mtssri.org/">https://mtssri.org/</a></td>
</tr>
<tr>
<td>Bullying and School Violence, Rhode Island Department of Education (RIDE)</td>
<td>Provides an overview of Bullying and School Violence in Rhode Island schools and includes links to RI Statewide Bullying policy, data about bullying in schools via SurveyWorks! and data about violence in schools through CDC Youth Risk Behavior Surveillance System (YRBSS).</td>
<td><a href="http://www.ride.ri.gov/StudentsFamilies/HealthSafety/BullyingSchoolViolence.aspx">http://www.ride.ri.gov/StudentsFamilies/HealthSafety/BullyingSchoolViolence.aspx</a></td>
</tr>
<tr>
<td>Discipline in Schools, RIDE</td>
<td>Addresses effective teaching and learning and reducing the need for disciplinary action. Suspension data and research on out of school placements as well as prevention of suspension and alternatives to out-of-school suspensions.</td>
<td><a href="http://www.ride.ri.gov/StudentsFamilies/HealthSafety/DisciplineinSchools.aspx">http://www.ride.ri.gov/StudentsFamilies/HealthSafety/DisciplineinSchools.aspx</a></td>
</tr>
<tr>
<td>Health &amp; Safety, RIDE</td>
<td>Addresses health and safety in Rhode Island schools and provides links to subtopics such as bullying &amp; school violence, social &amp; emotional learning, discipline in schools, and limiting physical restraint.</td>
<td><a href="https://www.ride.ri.gov/StudentsFamilies/HealthSafety.aspx">https://www.ride.ri.gov/StudentsFamilies/HealthSafety.aspx</a></td>
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<tr>
<td>Limiting the Use of Physical Restraint, RIDE</td>
<td>Provides tools and resources on physical restraint and includes links to the sample incident report form, district policy template, and responsibilities of districts and schools.</td>
<td><a href="http://www.ride.ri.gov/StudentsFamilies/HealthSafety/LimitingPhysicalRestraint.aspx">http://www.ride.ri.gov/StudentsFamilies/HealthSafety/LimitingPhysicalRestraint.aspx</a></td>
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<tr>
<td>Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS), RIDE</td>
<td>Provides information and resources regarding RTI and MTSS including instruction and assessment tools, implementation supports, and links to an instructional support system.</td>
<td><a href="https://ride.ri.gov/instruction-assessment/instructional-initiatives-resources/multi-tiered-system-supports-mtss">https://ride.ri.gov/instruction-assessment/instructional-initiatives-resources/multi-tiered-system-supports-mtss</a></td>
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<td>Rhode Island Coordinated School Health - ThriveRI, RIDE</td>
<td>Present infrastructure supports to state, school, and community partners and provides information related to school health including school safety, bullying, and discipline.</td>
<td><a href="http://www.thriveri.org/index.html">http://www.thriveri.org/index.html</a></td>
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<tr>
<td>Social &amp; Emotional Learning (SEL), RIDE</td>
<td>Provides an overview of standards, indicators, and resources for social emotional learning.</td>
<td><a href="https://www.ride.ri.gov/StudentsFamilies/HealthSafety/SocialEmotionalLearning.aspx">https://www.ride.ri.gov/StudentsFamilies/HealthSafety/SocialEmotionalLearning.aspx</a></td>
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<td><strong>Documents</strong></td>
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<tr>
<td>A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence in Rhode Island Schools (Amended 2012), RIDE</td>
<td>Guidance document for districts to develop in every school a response and prevention strategy that engages and empowers administration, faculty, students and parents to take action against abuse.</td>
<td><a href="http://www.thriveri.org/documents/GUIDE_Bullying_TDVSV_Amended2012.pdf">http://www.thriveri.org/documents/GUIDE_Bullying_TDVSV_Amended2012.pdf</a></td>
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<td><strong>Other Resources</strong></td>
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<td>School Removals Flow Chart, RIDE</td>
<td>Flow chart for understanding the policies, procedures, and requirements to remove a student from school as part of a disciplinary action.</td>
<td><a href="https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Health-Safety/Discipline/School-Removals-Procedures-Requirements.pdf">https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Health-Safety/Discipline/School-Removals-Procedures-Requirements.pdf</a></td>
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<td>Discipline Dashboard RIDE</td>
<td>Dashboard that provided information about student discipline, including the numbers and types of student infractions, percentage of in-school and out-of-school suspensions, and duration of suspensions. Data can be filtered by various categories (e.g., district, school, year, gender, grade)</td>
<td><a href="https://datacenter.ride.ri.gov/Home/FileDialog?fileid=1012">https://datacenter.ride.ri.gov/Home/FileDialog?fileid=1012</a></td>
</tr>
<tr>
<td>Student Suspension Rates</td>
<td>Data on student suspension rates, by year and subgroups (e.g., race, urbanicity, ELL, IEP, FRL, grade level)</td>
<td><a href="https://datacenter.ride.ri.gov/Home/FileDialog?fileid=1005">https://datacenter.ride.ri.gov/Home/FileDialog?fileid=1005</a></td>
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