

PONAGANSET MIDDLE
SCHOOL FACULTY & STAFF
HANDBOOK



2023 – 2024
FOSTER/GLOCESTER REGIONAL SCHOOL DISTRICT

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Foster-Glocester Regional School District

Mission

Empower future-ready graduates with passion, purpose, and proficiency to
Start Here and Go Big!

Vision

All students: have mastered rigorous content and performance standards; are technologically fluent and knowledgeable about digital society issues; have demonstrated their proficiency with content, concepts, problem solving and authentic research; are lifelong learners; and have developed the intellectual, affective, ethical, and technological foundations necessary to lead productive lives, pursue post-secondary education, enter the world of work in self-selected careers, and become contributing members of a digital society. In addition, each student is a self-motivated, self-reflective learner that can assess his/her own performance; is familiar with the context of our global economy; several possible professions; has gained knowledge in school and from experts in the community, and developed relationships with adults who know them well.

Guided Beliefs

All members of our district community share responsibility for **the achievement of all students**. Thinking, attitudes, practices, and systems must be aligned to this end.

Therefore, we believe:

- Each student can learn.
- Effort creates ability.
- In effort-based approaches to teaching, learning, and assessment: All students deserve equal access to a rigorous, standards-based curriculum.
- In a school culture that advocates achievement and rigorous academic standards.
- Schools prepare students to be creative and critical thinkers, problem-solvers, and effective communicators.
- Effective teaching produces measurable growth in student learning.
- Instructional decisions and programs are based on data and research.
- Cooperation, communication, and commitment among home, school, and community directly affect the quality of each student's educational experience.
- In providing a safe, organized, and supportive environment for our students.
- Adequate resources positively impact student learning.

Goals

All schools in the Gloucester and Foster districts will be designated as High Performing and Improving

Annually, all students in the aggregate group and applicable subgroups will improve their performance by 5% at all grade levels tested and in all subtest areas of the state assessment.

The *RI Board of Regents Regulations Regarding Public Middle and High Schools* (Proficiency Based Graduation, Personalization, and Literacy for Students Entering High School) will be successfully implemented at Ponaganset Middle and High Schools.

The *Institute for Learning's* Principles of Learning will be evident in daily practice.

Strategies

District Strategy 1.0: We will provide a high quality, unified PK-12 curriculum and instructional program for all students and will provide the necessary support so all students demonstrate proficiency in English language arts, mathematics, and science.

District Strategy 2.0: We will maintain a highly qualified staff through implementation of a revised framework and delivery model of teaching and learning and professional development based on the Principles of Learning.

District Strategy 3.0: We will provide a proactive continuum of services that provides for the emotional/social support of all students.

District Strategy 4.0: We will implement policies that create greater communication and connections among our schools, parents, and the community.

District Strategy 5.0: We will successfully maintain, complete, and support a building plan that addresses both the short-term and long-term educational needs of our community.

District Strategy 6.0: We will implement changes to our elementary, middle, and high schools, as well as district policies which are consistent with the latest laws, regulations, and research.

District Strategy 7.0: We will implement a district wellness policy designed to ensure safe, healthy, and supportive environments.

Ponaganset Middle School

Mission Statement

The mission of Ponaganset Middle School is to provide all students with the opportunity to demonstrate high achievement and to become healthy, responsible, productive citizens and lifelong learners within a safe, dynamic environment.

Vision Statement

We are a learning community that takes pride in our students, staff, academic offerings, co-curricular activities and school facilities. We challenge each student to reach the highest potential by setting high expectations, and by providing quality resources, curriculum, and instruction. We accomplish our mission and goals with active community involvement and support.

Rhode Island Educator Code of Professional Responsibility

1. Responsibility to Students

Rhode Island Educators' first commitment is to ensure that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

Rhode Island Educators:

- Respect the inherent dignity and worth of each student.
- Act upon the belief that all students can learn.
- Establish high expectations and provide instruction that challenges all students.
- Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.
- Address the uniqueness of each student and endeavor to maximize learning through personalization of the educational experience for each student.
- Promote the right and responsibility of students to explore ideas, to develop skills, and to acquire knowledge necessary to be contributing members to society.
- Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.

- Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation.
- Promote the development of character and civic responsibility in their students.
- Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.
- Maintain a professional relationship with students at all times, both inside and outside the classroom.

2. Responsibility to Self

Rhode Island Educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance.

Rhode Island Educators:

- Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.
- Develop personal and professional goals with attention to professional standards, student achievement, and school district initiatives and implement a course of professional development to support attaining the goals.
- Actively engage in professional learning communities and seek feedback in order to improve their performance.
- Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.
- Pursue only those educational positions or assignments for which they have the appropriate educational certification and credentials and for which they have appropriate professional qualifications. Strive to exercise the highest level of professional judgment.
- Refrain from using institutional or professional privileges for personal advantage.

3. Responsibility to Colleagues and the Profession

Rhode Island Educators are committed to work with school and district colleagues and as members of professional communities to establish and implement initiatives that will further student learning.

Rhode Island Educators:

- Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development.

- Assume responsibility for working with colleagues to assure their school meets local and state educational objectives.
- Encourage and support staffing decisions that are made based on the best interests of students.
- Collaborate with others to improve student learning.
- Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.
- Encourage the participation of teachers in the process of educational decision making.
- Encourage promising candidates who are interested in education to learn about the opportunities and the challenges of a career in education and support those who pursue careers through informal induction into the profession as they develop the competence and qualifications to become effective educators.
- Maintain integrity regarding the acceptance of any gratuity, gift or other compensation that might impair or influence professional decisions or actions

4. Responsibility to Parents and the Community

Rhode Island Educators are committed to collaborate with families and communities to offer a quality education to all students.

Rhode Island Educators:

- Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.
- Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.
- Endeavor to assure equal educational opportunities for all children in the community.
- Cooperate with community agencies that provide resources and services to support students.
- Maintain a positive and active relationship with students' parents, families, and other members of the community.
- Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents, families, and the community.

5. Responsibility to Rhode Island Board of Regents

Rhode Island Educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts.

Rhode Island Educators:

- Provide accurate, truthful, and complete information to the Rhode Island Department of Education concerning all certification matters.
- Recognize that meeting certification requirements is a precondition to any contractual agreement for a position that requires certification in Rhode Island schools.
- Engage in ongoing appropriate professional development for all certificates they intend to maintain.
- Accept only those assignments for which they are professionally qualified and hold appropriate certification unless the educator and the district have agreed to the assignment and the district has secured prior approval from RIDE.
- Develop an understanding of state initiatives and support the implementation of these initiatives within their schools and districts.
- Maintain the security of standardized testing materials that comprise state assessment programs.
- Further the mission, policies, and regulations of the Rhode Island Board of Regents.

Turning Points 2000: A Look at Adolescence

Coming a decade after Carnegie's first *Turning Points* report that served as a catalyst for middle school reform, the Carnegie Corporation of New York this month released the latest in this series, [Turning Points 2000: Educating Adolescents in the 21st Century](#). This volume calls for a rigorous curriculum, instructional methods that will prepare all students to achieve higher standards, targeted professional development opportunities for teachers and involved parents and communities, among other items.

The report's recommendations for middle schools include:

- Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.
- Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.
- Staff middle grades schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.
- Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.
- Govern democratically, through direct or representative participation by all school staff members, the adults who know students best.
- Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens. Involve parents and communities in supporting student learning and healthy development.

50 Things That Great Teams Do

1. Coordinate homework
2. Coordinate tests and quizzes
3. Conduct joint parent conferences
4. Conduct joint student conferences
5. Coordinate with the guidance counselor
6. Use support people such as the media specialist on a regular basis
7. Conduct full student/team meetings on a regular basis
8. Give frequent student rewards and awards on a regular basis
9. Have WRITTEN team policies for their students
10. Have common discipline procedures
11. Have team bulletin boards
12. Monitor student academic and personal progress on a regular basis
13. Meet OFTENat least three times a week
14. Provide “team” back to school night experiences for parents
15. Have common rules for providing homework for absent students
16. Have common paper headings
17. Keep a team calendar
18. Hold team detentions
19. Conduct team help sessions for students
20. Have and maintain a STRONG team identity
21. Have team “professional reading” sessions
22. Maintain a team notebook w/agenda, minutes, phone logs, conference forms, etc.
23. Have a team handbook for teachers
24. Write and distribute a team newsletter
25. Have and flex their block time
26. Conduct interdisciplinary units
27. Have common grading policies
28. Have common policies regarding extra credit
29. Have common policies regarding late assignments
30. Switch teachers!
31. Plan “play” back into their work week
32. Team “lock in”
33. Schedule and reschedule their own students
34. Team field trips
35. Assist in hiring of new team members

36. Have a skill of the week
37. Have vocabulary of the week
38. Plan for special education student needs
39. Coordinate and share with exploratory teachers
40. Team guest speakers
41. Create and monitor yearly team goals
42. Common classroom rules
43. Common tardy policies
44. Common hall passes and procedures
45. Have team banners
46. Common team supplies
47. Have a team brochure
48. Redesign first days of school to enhance team identity
49. Share successes and failures
50. TEAM ANYTHING!!

Understanding Young Adolescent Development

The years from 10 – 15 represent a time of unparalleled change for young adolescents – physically, emotionally, socially, and intellectually. Young adolescents have their own schedules for beginning and ending the many changes during these years. Some youngsters grow physically first while others may experience social or intellectual change before their physical growth spurt. Understanding these complex changes is easier when we consider the seven needs that promote healthy development in young adolescents. (Identified by the Center for Early Adolescence).

- **Competence and achievement**
- **Self-exploration and definition**
- **Social interaction with peers and adults**
- **Routine, limits, structure**
- **Diversity**
- **Physical activity**
- **Participation in school and community activities**

As these needs suggest, young adolescents search for personal meaning in their lives. They attempt to determine who they are and what kind of person they will become as they participate in activities that give them a sense of accomplishment. They learn to define themselves by exposure to a wide variety of experiences.

Furthermore, young adolescents seek and need opportunities where they can test themselves within the safety of parental limits. They need to learn tolerance for all types of people; they need to take “safe” risks, like singing a solo, high jumping, or learning a foreign language, and they need to be physically fit as well as mentally able. Adults are the sum total of the experiences and risks they have taken; creative, thoughtful adults took risks and pushed themselves toward their potential as young adolescents.

Teacher Student Relationships

The education of a student at Ponaganset Middle School is the mutual task of the student and his teachers. Each has responsibilities to the other, and to the educational process. Education will be most effective when the relationship between teacher and student is at its best. Thus a sound teacher student relationship will flourish when the atmosphere of the school and the classroom are conducive to education and when all are properly motivated. The attitudes of the teacher and the student to each other must be based on mutual trust and respect. The goal is the fulfillment of the individual's potential and the preparation of the student to assume a successful role in society.

Responsibilities

The teacher meets his/her responsibilities by preparing stimulating and effective programs of instruction, by constructing a solid basic groundwork in school courses, by presenting materials in a suitable way, by assisting students in their studies, by acting as a resource person, by integrating practice with theory, by modifying the work to be appropriate to the students, and by evaluating the success of the learning activities and the students.

The student meets her/his responsibilities by attending school, by participating in all classes, by pursuing all assignments to completion, by performing required tasks and demonstrating required skills, and by being personally accountable for the quality and success of their own education. The student is required to reject passivity, to initiate their own learning experiences, to contribute actively to the success of their classes, and to participate in the general life of the school. Furthermore, the student is urged to develop individual talents and capacities to the fullest extent, both for his/her own good, and for the good of society.

Atmosphere

Teachers and students must work together to create a sense of sincere good will in the school. The habit of purposeful, friendly, cooperative sustained industry is to be cultivated. Interest and curiosity are to be stimulated, while sound education proceeds from orderly and constructive methods.

Motivation

Teachers have chosen a profession which indicates the concern for young people and their desire to be a part of a school situation. Students must make themselves realistically aware of the value of school, so that they may actively and enthusiastically participate in their own education.

Trust

The teacher earns trust by treating each student as an individual, entitled to dignity and privacy. The student's progress and problems are a confidential matter, not

subject to gossip or unnecessary probing. The teacher earns trust by exhibiting a sincere interest in the student, a desire to teach and help the student, and a willingness to share a superior education and greater personal experience with the student.

The student earns trust by exhibiting a cooperative attitude towards the teachers, classmates, course assignments, and administrative policies intended to benefit the entire student body. The student earns trust by actively pursuing the welfare of the school and developing a habit of personal honesty.

Respect

The teacher earns respect by being fully prepared, professionally and on a daily basis, to share what he/she has to offer in a subject area with each student. Fully recognizing the limiting factor of individual talents and abilities in his/her students, the teacher makes possible for each student some sense of progress and accomplishment, and the feeling that they have been treated with complete fairness. The teacher gains respect by tailoring methods and materials to fit the individual so the student is not regimented into a preconceived pattern.

The student earns respect by applying him/herself seriously to the current responsibilities, and preparing earnestly for a future role in adult society. The student should demonstrate the gradual achievement of the knowledge, skills, and attitudes which will make her/him a successful citizen. The student is also respected as an individual who is still in the process of growth and the exploration of personal values. Tolerance and guidance are required during this period of experimentation.

Both teachers and students must accept and respect the individual differences among people in personality, attitudes, philosophy, values, and goals.

Goals

Working in harmony, teachers will assist their students in preparing for their future roles as self-supporting citizens, aware of their responsibilities to society and to themselves. The students will reach a level of competence in their various fields of study, and they will develop sound social habits and attitudes. Teachers will be attentive to the social and emotional well-being of their students as well as to their intellectual needs.

What is PBIS Positive Behavioral Intervention and Support?

Beginning in September 2005, The Sherlock Center for Disabilities at Rhode Island College launched a statewide initiative to build a network of PBIS practitioners and trainers. PBIS is not a program. It is a framework for school-wide and, eventually, statewide organization. This PBIS framework encourages critical choice and creativity in identifying structures and practices. Schools may borrow structures and practices that are widely validated and may generate their own. Prominent among these are the structures and practices promoted by

- The Center for Social and Emotional Education, www.csee.org
- The Collaborative for Academic, Social and Emotional Learning, www.Casel.org
- The Technical Assistance Center on Positive Behavioral Interventions and Supports, www.pbis.org

What is POSITIVE behavior?

It is any behavior that potentially insures:

- Physical safety
- **Belonging**
- **Acceptance of others**
- **Mutual respect**
- Responsibility for time, space and materials
- An activity level that allows learning to occur
- **Peer support**
- Management and resolution of conflicts

What do we adults do when we support POSITIVE behavior?

- We clearly state the non-negotiable rules so that there is no ambiguity (e.g., no illegal substances)
- We state other behaviors, not dictated by rules, that we consider positive. (e.g., “It would be hard to enforce a no rolling the eyes rule. I think it would be a good idea to agree to no eye rolling.”)
- We develop an agreement on what our class considers positive behavior.
- We model these behaviors

- We recognize the behaviors when they occur and acknowledge them to our students.
- We help students to acknowledge their behaviors in themselves.
- We document the behaviors and help students to document them.
- We discuss the behaviors with our students and help them to understand their importance.
- We teach and reteach the behaviors to students who need exceptional support.
- We seek help from other people when we are out of ideas.

When we enter a Rhode Island PBIS school this is what we'll observe:

- School-wide efforts to build a teaching and learning community in which everyone is welcome, everyone belongs, and everyone has a voice. This is the ultimate protective factor.
- Adults who understand the meaning of behavior and the influence of school-wide environment on behavior and, ultimately, on academic performance and achievement.
- Adults who see all students and PBIS as the responsibility of everyone, not only of the special educators, social workers, psychologists, counselors, and principals.
- A focus on building strong, collaborative relationships with families and surrogate families.
- Opportunities for students to learn the skills of self-awareness, self-monitoring, and self-management.
- Many opportunities for students to learn and to proactive pro-social behaviors through (a) observation of exemplary adult behavior, (b) direct instruction of desired behaviors, (c) continuous feedback and frequent opportunities for relearning.

PRIDE TIME

Advisor's Role

- Provides opportunities for positive adult/student relationships.
- Advisors are advocates for students.
- Support ILP – periodic checkpoint.
- Maintain advisory portfolio.
- Maintain monthly PRIDE Time log sheet.
- Supports the advisory concept.
- Implements advisory activities.
- Refers students to support staff as needed.
- Assists students with adjusting to middle school years.

Ponaganset Middle School Grades 6-8 General Information

In order to effectively and efficiently run school must have the support of everyone. Each faculty member can help considerably by being cognizant of and enforcing the following rules:

1. **Arrival**

It is expected that all teachers sign in and report to duty by 7:20 AM. Turn and log on to the computer as soon as possible; this needs to be done before students arrive in their homeroom to ensure the system is running; if the computer is not running, report this to Technology Department ([help desk](#)) and the Main Office by 7:30 AM. – *do not delay*. Morning exercises (Pledge of Allegiance, Announcements) will begin at 7:35 AM.

2. **Student Attendance**

Students are to be in the homeroom by 7:40 AM **all teachers are in the team suites/halls** to ensure students are on time to homeroom. Teachers assigned to a homeroom will stand by the classroom doors or locker area and teachers assigned to yard duty will come in and circulate through the halls and/or team suites. Do not take attendance before 7:40 AM. Homeroom attendance must be registered no later than 7:50 AM.

Students reporting to their homeroom with a Hall Pass have been accounted for in the Main Office; they arrived late to school. Please be reasonable: students walking into their homeroom *at 7:41 AM*, students doing an errand for a teacher, students having trouble with their locker, etc.

If the computer/system is not working, fill out the “paper attendance form” and send it to the Main Office. The paper attendance forms will be printed in the Main Office. Paper forms will be used by substitute teachers; do not give out your password.

Classroom attendance must be taken each period. This year you will be marking if your students are present or absent. Students absent from your classroom but not recognized on ASPEN as absent should be reported to the assistant principal’s office. The office will call you when the location of the student is determined.

3. **Supervision of Students**

Students are not allowed to roam the building, ***nor are they to be left unsupervised in a classroom, team room, or in the hallways***. All students are to use the main stairwell. The side stairwell may be used when students are escorted by an adult.

4. Passport Hall Passes

Students are not allowed to leave a class or assigned area until the end of the period unless absolutely necessary. Any student leaving a class/team suite or assigned area must have a hall pass located in the school agenda and/or folder. Students are to fill in the hall pass using one line and the teacher must sign in order to leave the room/team suite. All students in the halls must be carrying their school agenda and/or folder. Teachers who delay a student after class should send the student to their next class with the signed hall pass including the date and time.

5. Lavatories

Teachers are to check the student lavatories periodically throughout the day to deter smoking, vandalism and bullying. Teachers should be in the team areas and locker areas at passing time and when students are entering and leaving the building to eliminate behavioral problems and ensure the safety of the students.

6. Maintenance

Teachers are to keep a close check on damage to furniture and classroom fixtures. Report any damage to the office immediately and register the need for repair on [HelpDesk](#).

7. Ponaganset Middle School Homework Guidelines

Homework is one of many learning activities. Homework does not refer to long-term assignments and/or projects, e.g., long-term writing pieces, long-term test preparation, or work assigned with the intention of being formally graded. Homework that is partially scored may be included in the grade. Homework that is not scored and graded (i.e., only checked for completion) will not be considered as part of a student's academic achievement grade, but shall be reflected in the student's personal responsibility grade report. Homework is intended to be a short-term assignment designed to provide students:

- Extended learning and/or practice in applying concepts initially presented in the classroom;
- Opportunities to strengthen concept and skill development; and
- Opportunities for enrichment.

The amount of homework varies somewhat from teacher to teacher, subject to subject, and grade to grade. All assignments will have educational value and none will be given for punishment or as busy work. In team meetings, teachers will discuss the type and amount of work assigned by their team colleagues and try to adjust assignments to avoid overloads.

Homework and practice will give students opportunities to deepen their understanding and proficiency with content being learned. Teachers should communicate the purpose of homework and provide specific feedback to students.

Average Amount of Homework by Grade

Research supports between 10-12 minutes per grade for each grade a student has attended school.

- Sixth graders should expect 60 – 72 total minutes of homework per night.
- Seventh graders should expect between 70 – 84 total minutes of homework per night.
- Eighth graders should expect 80 – 96 total minutes of homework per night. These times are estimates and are to be used as guidelines by teachers.

Weekends, long weekends, school vacations

- No more than one night's equivalent of homework will be assigned over weekends or long weekends. Assignments given over long weekends will not be due until the day after school resumes.
- No homework will be assigned over school vacations. Any long term assignments/projects must be assigned at least one week prior to a school vacation week and will not be due for at least five school days after returning from a school vacation week.
- No tests will be given on the day school resumes after a long weekend or school vacation.

Consequences for failure to hand in daily homework

Personal responsibility and student work habits are important factors for success in life, and it is important to develop these traits in our students so they themselves understand their importance. To that end, students are to be graded on personal responsibility and student work habits. These grades will be included on report cards and college transcripts. Homework based solely on completion will be factored into the Personal Responsibility grade. Homework that is corrected and scored may be factored into the academic grade in accordance with the grading policy.

Students who fail to hand in homework on time should be required to stay with their teachers for extra help after school on Tuesday, Wednesday, and/or Thursday as needed.

Homework average may be worth up to 10% of the student's grade each marking period. Math homework average may be worth up to 20% of the grade each marking period as this homework gives you the opportunity to review skills and practice what they have learned. It will be graded for completion/effort for nightly assignments and the teacher will review homework on the day that it is due, whenever possible.

Requests to limit homework will be considered when teachers and the guidance counselor determine that adjustments need to be made.

If a student is out more than two days, parents may request work by phoning the guidance office prior to 8:30 am on the third day of absence. If teachers feel students will be able to complete work at home, without having been in class, they will send it to the office where it may be picked up by a parent at 2:00 P.M. Assignments are available on Canvas.

Algebra

The eighth grade Algebra class is an advanced course with the expectation that students will be ready for an advanced math placement at the high school. The suggested guidelines may not apply.

Announced Assessments

Due to the many unified arts (health, art, stem, computer technology, etc.) and core classes (math, science, social studies, language arts) that students at Ponaganset Middle School take, it may be necessary to have more than one announced assessment (quiz, test, district assessment, etc.) on the same day.

Team teachers will work together to avoid giving tests on the same day. However, it may be necessary to have one announced team assessment on the same day in addition to an announced unified arts assessment at certain times of the year.

Ponaganset Middle School teachers help develop the responsibility needed to be prepared for learning each day. Being a successful learner involves self-discipline and organization. Good study habits are extremely important. Here are some guidelines to help students do well in school.

NOTE: In order to be successful at Ponaganset Middle School, students will need to read on a daily basis. Reading should occur in and out of school. Texts should be both teacher and self-selected and from a variety of genres.

- Teachers will work together with students to set academic goals.
- Teachers will have students record their assignments into their planner each day.
- Time will be provided each day for students to clarify any questions they may have about their assignments **before** leaving class.

Students who are experiencing difficulty in a subject or on a particular assignment, or have been absent, should receive extra help from their teachers. Teachers stay after school for extra help sessions on Tuesday, Wednesday, or Thursday unless they have other district obligations. At times, a teacher will make arrangements for students to obtain additional help if it is apparent that they are having difficulty.

8. Work Completion

Students are expected to take tests, make classroom presentations, and/or demonstrate mastery and competence through performances when they are scheduled. The best educational practice is for students to complete work to the best of

their ability and to submit this work on the due date. Late work from students will be accepted in accordance with the following:

- Students with special circumstances should work with the teachers and others to determine alternate individualized due dates when appropriate;
- Extension of original due dates are subject to teacher and/or administrative discretion;
- A student with an approved due date extension for long-term projects, long-term writing pieces, etc. will have no penalty in the grade for the assignment; and
- A student who submits class assignments, homework, long-term projects, long-term writing pieces, proficiency tasks, etc. late, without approval, may have a late work penalty applied to the grade of his/her work: for work that is one day late (up to 5%), 1 week late (up to 10%), more than 2 weeks late (up to 15%) of the grade received (e.g., a student who earns an 80 on a make-up may have 12 points reduced). The late work penalty will be an amount not to exceed the percentage agreed to by the school with a maximum cumulative value of 15%.
- Submission of late work by a student, without approval, shall also be reflected in the student's personal responsibility grade and may jeopardize participation in school activities.

9. Progress Reports

Timely reporting of student progress:

- Teachers will notify parents immediately of an indication that a student is in danger of failing the marking period.
- When a teacher becomes aware of a student's achievement declining by ten points or more, the teacher will notify the parent.
- Student progress and reporting to students and families shall occur on a regular and timely basis, through a variety of formats (telephone, email, notes, report cards, conferences, etc.) as appropriate, and, when necessary and possible, in multiple languages.

10. Teacher Evaluation

The purpose of ongoing teacher evaluation is to improve the quality of instruction and to provide support for teachers as needed. Teacher evaluations are conducted according to the RIDE regulations and the NEAPON contract schedule.

11. Money

All school related money must be counted and submitted/deposited to the Business office. Money is not to be kept in classrooms or offices. This must be done before 2:00 PM at which time the safe is locked. Please be sure to place funds in an envelope which is clearly labeled. All monies not allotted within the school budget become part of the Student Activities Fund. Teachers must request any expenditure from that fund before committing funds.

12. Parking

Please park only in authorized parking areas; staff parking is at the back of the building. **No parking in front of the school or in the circle.** Handicapped parking is available

in the front of the building. **Traffic proceeds ONE WAY around the school building. For the safety of all, please follow the traffic pattern and speed limit.**

13. Supplies

Main office secretaries must have supply requisition forms by Tuesday of each week so that they may be filled that week. If in ample stock, supplies will be freely given. In order to complete the school year so that all teachers have access to adequate supplies, a measure of control in their distribution is necessary.

14. Teacher Aide

When requesting work to be done by the teacher aide, it is necessary to provide at least one day's advance notice.

15. Classroom/Building Security

Each Teacher will be given a key to their assigned classroom and a fob to enter the building. For the sake of effective security, it is imperative that your **classroom door be locked at all times**. The fob grants access to the building during the school day when the building is not alarmed. The building is secured each day once everyone has entered the building at 7:40 AM. Please see the Main Office Secretaries for a classroom key and building fob which must be returned at the end of the year. NOTE: The building is secured by Sonitrol Alarm Systems while school is not in session; the building is closed (evenings, weekends, vacations) and attempting to enter the building with the fob while the alarm is set will alert the police.

16. School Activities Calendar

Increased use of the building, combined with increased activities during and after school, necessitates an Activity Calendar. Please inform the Principal's secretary far in advance of any activity before, during, or after the school day which would require the use of school space outside of your own classroom during the day and any room at other times.

17. Electronic Student Handbook

A student handbook is communicated to all students on the first day of school. Please familiarize yourself with it, and then review the handbook with the students within the first week of school. Homeroom teachers will collect the signed parent/student acknowledgment page within the first few days of school.

18. Discipline

The major objective of discipline at Ponaganset Middle School is to help each student grow into a responsible person able, willing, and aware of the role each will play in the future as an educated citizen. Discipline is a result of conscious effort on the part of all involved to maintain an attitude of mutual respect. To this end, it is imperative that the teacher should assume full responsibility for discipline in the classroom. Minor instances of misbehavior are best handled by the teacher as they occur. Parental involvement at an early stage can eliminate or alleviate most problems before they become

confrontations. Continual referring of students to the office for classroom infractions can only result in lessening the effectiveness of both the teacher and the office discipline.

Teachers should not send students to the office for disciplinary reasons unless the students have reached Step 5 of the classroom discipline plan and the teacher has used all of the appropriate consequences in the plan, or if the severe clause has been violated. Refer to the flow chart on the reverse side of the disciplinary referral form. Students must be reported to the office using the authorized disciplinary referral form. Students sent to the office without a referral or teacher contact followed by a referral will be held for time-out and no other consequences will be assigned. Under no circumstances are teachers to tell students that they are no longer to report to class.

In attempting to create a proper classroom climate of mutual respect, the following are suggested:

- A. The best means of gaining respect is to give respect
- B. At all times set the example as a professional
- C. Keep students actively engaged in learning
- D. Review class rules and consequences with the students regularly
- E. Develop an atmosphere of honesty, fairness, and trust

19. Large Group Punishment

Large groups of students are not to be punished unless the teacher can make an allegation regarding the guilt of each and every member of the group or show that members of the group are withholding information relating to an infraction.

20. Class Coverage

Class coverage will be assigned by the administration, as per the contract, through the Principal's secretary. If a teacher has a concern about coverage, please see one of the administrators. The secretary is unable to change assigned coverages. During coverage, remain with the students in the assigned classroom for the duration of the assigned period; do not distribute students to other teachers or classrooms.

21. Taking Classes Outside the Classroom

Taking classes outside the building for class periods must be approved by an administrator. Please contact the main office and leave information in your classroom, such as on the board if you take your students out of the classroom so that students and staff may be located in case of an emergency.

22. Substitute Teachers

In the event of a teacher's absence, it is the responsibility of the teacher to arrange for class coverage by a substitute teacher by accessing Aesop either online or by telephone by 6:15 AM. Secretaries are not allowed to access teachers' Aesop accounts to arrange for substitutes without permission. The teacher is also responsible for providing written plans and class rosters as well as other pertinent information for the substitute in order to prevent disruption of studies and to ensure the safety of the students. An initial set of emergency plans must be left in a location of the room that is

documented with the main office and updated as necessary. **Teachers must have the four column team HR list available for emergencies.**

23. Book Control

To prevent excessive book losses, all teachers must do a book check periodically and at the end of the year. Any lost or damaged books must be paid for in order that the student receives a final report card.

24. Emergency School Closings

School closings are announced on Channel 10, 6, and 12. Announcements will also be made through the designated alert system by phone call to whatever phone number you have provided to the business office for that purpose. You may also go online to each news channel's website for information. There is a school cancellation, or delay, call list which you may choose to be part of.

25. Late Bus Procedures-Late buses will be available according to each town's decision. Late bus procedures are as follows:

A. Homeroom teachers will take a late bus count by destination category; Foster, Chepachet, Harmony. The count must be sent to the main office to ensure appropriate bus service.

B. Teachers must keep students in their classrooms supervised for the entire after school period until dismissal is announced at 3:05pm.

C. Before dismissal each student must be given a late bus pass by their teacher in order to get on the late bus. Passes are not available to students in the office.

26. Locker Clean-outs

Teams must determine when a locker clean-out is needed. Team leaders need to inform the Assistant Principal and custodians of a proposed locker clean-out. Trash bags are available from the custodians.

27. Guest Speakers

All guest speakers must be documented properly in the main office and approved by the administrator. Guest speakers must be appropriate to the age of the students and relevant to the curriculum. Any guest to the building must be supervised by the accompanying staff at all times.

28. Finances

For the sake of accountability, all funds collected from students or received on behalf of the school must be deposited in the school checking account and money distributed by school check. MySchoolBucks is to be used to collect money from students.

The Student Activities Account is managed by a financial secretary in the Foster-Glocester Regional School District Business Office.

29. District Policies Notice

District policies are posted on the Foster-Glocester Regional School District Website within the School Committee tab. Policy information is updated routinely with the intent of all stakeholders remaining informed of changes and additions. Please continue to visit the website to review all of our policies on a regular basis. Any concerns pertaining to policies should be directed to building administration and/or Central Office.

Some of the district policies are posted below for your convenience the remainder of the policies are located on the website and linked above.

[Employee Absence Policy](#)

[Anti-Bullying Policy](#)

[Code of Professional Responsibility and Ethics Policy](#)

[Grading and Reporting Policy](#)

[Graduation by Proficiency Diploma System Policy 2016](#)

[Educational Field Trips](#)

[Internet Use Policy](#)

[Physical Restraint Policy](#)

[Sexual Harassment Policy](#)

[Wellness Policy](#)

[Title IX Policy](#)

GRIEVANCE PROCEDURE FOR REPORTING DISCRIMINATION AND HARASSMENT

The following grievance procedure has been established to ensure prompt and effective investigations into allegations of discrimination, including sexual harassment. Any individual who has actual knowledge or knows of allegations of discrimination, including sexual harassment can provide notice to the School in person, by mail, by telephone, or by email, using the Title IX Coordinator's contact information and can be made at any time, including non-business hours. Any employee, who has actual knowledge of sexual harassment or knows of allegations of sexual harassment, must notify the Title IX Coordinator. A Complainant may file a Formal Complaint at any time with the Title IX Coordinator. In the event that a party other than the Complainant provides the Title IX Coordinator with allegations of sexual harassment or discrimination, the Title IX Coordinator is to sign the complaint triggering an investigation.

To report any Title IX concerns, please reach out to the Superintendent's Administrative Assistant, Kyle Fraatz kfraatz@fgschools.com or (401) 710-7500 ext 7568.

30. Accident/Incident Reports

First Report of Injury: Employees who are injured in the line of duty must fill out a First Report of Injury form immediately with the school nurse, unless there is an emergency medical situation. Forms should be filled out completely, signed off by the principal, and sent to the Business Office for processing. In the event of a work-related injury requiring medical attention, please inform the medical provider that this is a work-related injury and the insurer is Beacon Mutual.

31. Non Discrimination Notice

Ponaganset Middle School does not discriminate on the basis of race, sex, color, national origin, handicap or age. Inquiries regarding compliance with Equal Opportunity and Affirmative Action may be directed to:

Business Manager/Treasurer

Foster-Glocester Regional School District

P.O.Box D

Chepachet, RI 02814

Office of Civil Rights in Education

State Department of Education

255 Westminster Street

Providence, RI 02903

Director of the Office of Civil Rights

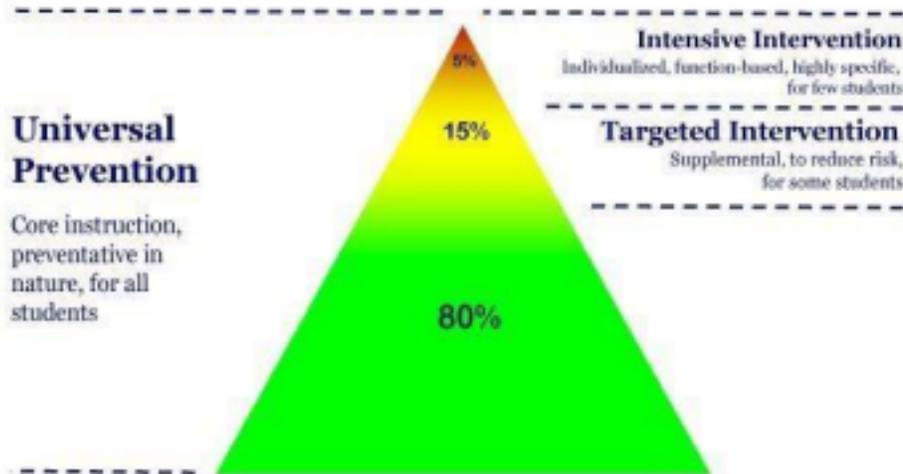
Department of Health Education and Welfare Washington,

DC 20201

MTSS

A multi-tiered system of supports, or MTSS, provides the framework for supporting the academic and behavioral needs of all students. This tiered framework provides the structure to improve student outcomes by strengthening preventative supports for *all* students (Tier 1), targeted supports for some students (Tier 2), and intensive interventions for a few students (Tier 3).

School-Wide Support Systems for Student Success



In the past, students' academic needs have been addressed in the Response to Intervention (RTI) model, while behavioral needs fell under the Positive Behavioral Interventions and Supports (PBIS) framework. In MTSS, educators implement with fidelity the hallmarks of both RTI and PBIS into a merged model to improve student outcomes.

- Team approach
- Universal screening
- Data-based decisions
- Evidence-based practices
- Progress monitoring

At Ponaganset Middle, the MTSS Implementation Team provides data protocol facilitation, intervention training, technical assistance and professional development in order to support systems change and implementation of an integrated model of interventions, strategies, and practices.

Rtl Tier Documentation

Response to Intervention

Rtl integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems based on student needs using learning rate over time and level of performance to make important educational decisions to guide instruction. With Rtl, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Academic and behavioral interventions under Rtl are instruction that supplements and intensifies classroom curriculum/instruction to meet student needs. They are incomplete without data being collected to document whether those interventions are actually benefiting students. Calculation of the student's starting point or baseline performance in the identified area of concern, setting of a specific goal for student improvement, and selection of timeline and method to monitor the student's progress formatively during the intervention to judge whether the intervention is successful in helping the student to attain the goal are all essential.

Tier 1 Interventions are to be implemented **prior** to referral to the Rtl/PST. They are primarily team level interventions that occur during the regular core academic day in the regular content classroom. They need to be documented through the Rtl PMS General Education Tier 1 form to determine next steps. The PRIM is a very helpful tool in determining effective research based T1 interventions.

Tier 2 and 3 interventions primarily have a lower student to teacher ratio, may be grouped in alternative settings and may incorporate support from additional staff members. These interventions may need to be determined with cooperation from necessary members of the full Rtl team. (Core team, administrator, school psychiatrist, school social worker, reading specialist, behavior management specialist, etc.) and are to be documented through the PMS Rtl form to determine next steps.

Enrichment Period: Guidelines 2023-2024

- students requiring direct instruction are off team for instruction
- planned by Rtl teams (Core Grade Level Teams)
- students will be grouped based on needs (screenings/assessments/work samples, etc.)
- grouping will be flexible
- all students are engaged in school work - interventions and/or enrichments; Enrichment is not a Study period
- graded in Canvas based upon progress; skills based rubrics (reading, writing, mathematics)
- no homework
- learning should be focused in the following areas, content literacy (reading and writing in the content areas, numeracy) remedial/corrective enhancement (project based, applications)

Promotion Retention

During the first marking period, those students who are in danger of failing two or more of the core courses will be subjected to increased interventions. These interventions may include any appropriate strategies determined by the Rtl team. The retention prevention plan will include:

· Guidance Counselor will contact parents upon student receipt of two or more progress reports in the first **quarter/trimester**

- Guidance counselor will schedule a parent/ student/ team conference if one has not already occurred
- Guidance counselor will facilitate conference and review plan for intervention
- Students may be assigned a unit recovery intervention during the school year
- Guidance will follow up with the student to determine progress and/or contact team for revision of interventions
- A letter will be sent to parents of students who are failing two or more core courses at the end of the **second quarter** to notify them that there is a danger of retention.
- A letter will be sent to parents of students who have a failing average in two or more core courses at the end of the **third quarter** to notify them that there is a danger of retention.
- Students who earn an F average for the year in two or more core courses may be retained. These students may be discussed at an Administrative level meeting to establish mitigating circumstances which may result in the student being placed in the next level.
- Students in danger of being retained will be offered additional opportunities in alignment with summer school offerings targeted at their specific academic needs. Retained students may be passed onto the next grade by making up at least one of the failing grades received in the core courses at summer school so that they have failed only one core course.

No student is to be retained more than once in the same grade without an alternative placement being implemented.

Report Card Information

Reports Cards

Report cards represent one method to report student performance and conduct. Academic achievement should be a reflection of your objective judgment concerning achievement. Behavior is reflected in comments, not achievement.

Marking System

A letter grade will be used on the report card. A grade below D is a failing grade.

Letter Grade Numerical Achievement Numerical Range

A+ 98 97-100

A 95 93-96

A- 92 90-92

B+ 88 87-89

B 85 83-86

B- 82 80-82
C+ 78 77-79
C 75 73-76
C- 72 70-72
D+ 68 67-69
D 65 65-66
*F 60 64 or lower
*P Pass
*I Incomplete

*Notes: Students who earn a grade of F as a final course grade may enroll in summer school in order to make up the failed course.

A "P" for pass may only be given with the approval of an administrator.

Time Frame

Teachers will have five (5) school days from the close of the marking period/grades to ensure student's grades are in the grading program. Teachers are to check students' grades for inconsistencies and/or errors before Report Cards are published.

The report cards will be sent home electronically six days of the marking period/grades closing. The name of any student who informs a teacher of not having access to email should be submitted to the guidance office so a report card can be issued as soon as possible.

Any non-medically excused incomplete grade on a report card must be made up within five school days or it automatically becomes an F.

Honor Roll Requirements

1st Honors: Students who achieve an academic average of A- (92) or higher in all subjects shall have earned First Honors.

2nd Honors: Students who achieve an academic average of B+ (88) in all subjects shall have earned Second Honors.

3rd Honors: Students who achieve an academic average of B (85) in all subjects shall have earned Third Honors.

Note: Students who receive an F, I, or a P in any subject do not qualify for any level of honors.

Report cards will be distributed within a day of completed grade submission.

These dates may change due to unforeseen circumstances.

Changes in a Student's Schedule

Team to Team in One Subject

1. A teacher presents written substantiation to the Rtl team (Response to Intervention) at a team meeting.
2. The team leader presents this information to the Guidance Counselor to request a change.
3. Guidance will then review the recommendation taking into account the class size of both classes involved, the academic suitability of the change for the student, and the social implications for the child. The Guidance Counselor will review the decision with an administrator.
4. Guidance will then notify the parent about the change citing the reasons for the decision.
5. Guidance will then notify the team leaders, the referring teacher and the receiving teacher in writing indicating the decision and the reasons for or against the decision.
6. Guidance will make the appropriate changes in the schedule and explain to the student the rationale for the change.

Schedule Changes Involving Students within a Team

1. The team leader is responsible for coordinating the scheduling of students within a team.
2. The team leader in conjunction with team members decides upon changes to be made as the year progresses.
3. The team leader notifies the guidance counselor in writing whenever a change of section within a team is proposed, indicating when the team would like to have the new schedule go into effect and specific reasons why the change is being made.
4. The guidance counselor will notify the parent and the student about the change, sharing with them the specific written reasons for the change provided by the team leader.
5. The guidance counselor will prepare the new schedule for the student with changes and give it to the team leader. The team leader will give the new schedule to the student and attempt to answer any additional questions the student may have about the change.

How to Handle Parent Teacher Conferences [Allison Demas](#)

Parent Teacher Conferences are quickly coming upon us. For many teachers this is the first time you will be meeting the parents and it is the initiation of a very important working relationship. This means that within a few short minutes you're going to have

to: make the parents feel welcome, tell them everything they need to know about their child's academic and social progress, answer any questions or concerns they may have, not offend any parents, afford the same time and courtesy to every other parent waiting and, of course, not keep them waiting too long. What to do, what to do?

Presentation:

Your classroom should be clean, appealing and reflective of the hard work that is conducted there. You can arrange a table at the front of your classroom to display some of the work your class has completed. You could set out a photograph album, a class book, and projects from a recent course of study, or an array of books the students use. When parents enter your classroom, their attention should be drawn to this table and not the conference taking place further inside the room. At the front of the table, place a dated sign-in sheet, pens and a note requesting parents to sign-in.

Scheduling:

You need to remember that you and the parent you are meeting have something very important in common.

Pacing is important. Rehearse what you need to say and make sure you can get to everything within your time allotment. You want to come across as knowledgeable, professional and self-assured. You may choose to use a timer, although this feels like playing Beat the Clock.

If you are not able to schedule appointments, you can have numbered index cards in a basket or library pocket next to your sign-in sheet. Post a notice requesting parents to "Please sign in and take a number." If you choose this approach, then make sure you take the numbered card from the parents as you meet with them. This avoids the confusion of a parent taking a number that has been returned to the basket.

Preparation:

Since your time is limited, you need to use it well. Prepare an agenda for yourself, prioritizing the topics you need to discuss. These should be general topics appropriate for all your students. You could keep this on your desk, if this is where your conferences will take place, or else on a clipboard you can carry with you.

Always start your meetings on a positive note. Invite the parent to sit down and begin by complimenting the student. Even if this seems difficult, find something positive to say. It is a good idea to create a folder for each student in your class. This should contain any relevant information pertaining to that student, i.e. tests, homework assignments, completed assignments, incomplete assignments, attendance records. Documentation is necessary to substantiate any remarks made to the parents. A parent may be unaware that his/her child has been arriving late to school. Showing the late passes for the child provides the proof. Keep copies of all notes sent home and a record of any phone calls that may have been made, especially if you have had to leave a message on voice mail or an answering machine. Messages can be erased.

Ending the conversation:

How you end your meeting is as important as how you begin it. Even with constraints of time you do not want to rush the ending. As you go through your agenda, slowly

wind down the tone of the meeting. Inquire if the parents have any questions they need to address. Be sure to thank the parents for meeting with you. Reiterate that you both have the best interest of the child in common.

If the meeting requires a follow-up, you might want to take the opportunity to schedule another meeting. If this is not possible, you can explain that you will call the parents or send a letter with times for possible meetings. If the follow-up requires action on your part (i.e. referral to a speech therapist, behavior chart, etc.) explain when you will take the action and how you will notify the parent. An important note regarding follow-up actions after the conferences: If you say you are going to do something, then do it. An empty promise serves no purpose for anyone involved.

It is especially important to have a positive ending if it was a difficult conference. If you have had to be the bearer of bad news the parents may be surprised, shocked and embarrassed. This puts them at a disadvantage and may work against you. You need the parents to leave with a positive feeling about both you and their child's academic situation (even if the student's current academic situation is not a good one). The parents need to know that you are trying to do the best for their child, and you need parental support in order to do the best for their child and every other child in your class.

These are some basic tips that can help you survive your first encounter with Parent Teacher Conferences. Be confident, be pleasant and above all be prepared.

Ponaganset Middle School

PRIDE Time

Building **P**ositivism, **R**espect, **I**ntegrity, **D**edication, and **E**xcellence
among students and teachers!

Advisory Themes

September: Introduction to Ponaganset PRIDE: Taking PRIDE
in our ABC's

Ponaganset PRIDE
Getting to know you
Building Relationships
 Adults & Students
 Students & Students
Bullying
Getting organized, setting academic goals
Study Skills

October: Ponaganset PRIDE Kickoff

Ponaganset PRIDE
Service to community
Responsibility
Relationships
School Spirit/PRIDE

November - June: PRIDE Behavioral/Academic
Expectations

Ponaganset PRIDE
ILP - Richer Picture
Self-awareness and esteem
Communication, relationships
Resetting goals
Career planning & awareness
Transition to next grade

Crisis Intervention Team

Members:

Principal
Assistant Principal
School Psychologist
School Social Worker
School Counselors
School Nurse

Purpose:

To intervene in case of crisis involving a student or teacher where immediate action is required to ensure the safety of the student, teacher and/or others.

To initiate involvement:

Notify the Assistant Principal when intervention is required.

Trained in:

De-escalation strategies
Non-violent physical intervention

See *Emergency Plan for specific information.*

Threat Assessment Team (TAT)

The TAT is to develop or further refine a process to identify, assess, and manage threatening situations.

Members:

Principal
Assistant Principal
School Psychologist
School Social Worker
School Counselors
Teachers
Police Officer

REFERRAL, EVALUATIONS AND ELIGIBILITY DETERMINATIONS INITIAL REFERRAL/SCREENING

REFERRAL, EVALUATIONS AND ELIGIBILITY DETERMINATIONS

INITIAL REFERRAL/SCREENING

Response to Intervention:

IDEA 2004 promotes early intervening services to address children's learning and behavioral needs and reduce unnecessary labeling of children as having disabilities. Except for those children with obvious significant disabilities which require immediate intensive services, special education should normally be provided only to those students who do not respond to systematic, research based general education instruction and interventions.

Initiating a Referral for Special Education Services:

All students who are suspected of having a disability, which impacts learning, shall be referred to the school's building administrator or designee (LEA) with the proper documentation from the [Rtl process](#). The LEA may then initiate the process of determining eligibility for special education and related services. If the referral is from any source outside of the school's problem solving team, the administrator or designee, with the agreement of the parent, may request a review by the problem solving team prior to the scheduling of an Evaluation Team meeting. The core Rtl team, shall document attempted classroom interventions and outcomes. *(This process does not prohibit direct referral for a special education evaluation at any time by a parent, teacher, or other individual. Individuals making a referral directly to the Evaluation Team will do so through the building administrator).*

Note: Referral for special education screening should be considered only for those students who are performing well below their peers and have not demonstrated sufficient progress despite being provided with effective instructional and/or behavioral interventions whose efficacy has been repeatedly assessed. Referral for special education screening also may be considered when a student is making meaningful growth when provided with intensive interventions but the student's growth rate can only be maintained with significant and ongoing resources that are beyond the capacity of general education. Most recently, *Problem Solving Teams* are being established in each school to act as problem-solving groups to address student academic and behavioral challenges and monitor proposed interventions.

Referrals for students attending school: A student with a suspected disability who may need special education and related services should be referred in writing (on the NWSER referral for special services form). Referrals may be made by the parent or staff through the Problem Solving Team (PST) or directly to the Evaluation Team (ET). The PST may refer when, despite a series of documented informal and formal interventions, a student has not made appropriate progress and staff has reason to

believe the student may have an educational disability and requires special education and, possibly, related services.

The referral notice, which includes the reasons for the referral and a description of the interventions used with the student and the outcomes of those interventions, is forwarded to the building administrator. Upon receipt of the referral, the building administrator (or designee) identifies a case manager and schedules a time and date to consider the referral at an Evaluation Team Meeting.

The problem solving team shall document the following:

- The record of home contact between the parent and the teacher
- Previous academic support provided to the student (with outcomes)
- Non-academic concerns that may be impacting the student progress
- Primary area of concern and current level of performance

If the problem solving team believes that a referral is warranted:

- a member of the PST (generally the classroom teacher) will contact the student's parents informing them that a referral for special services has been initiated
- the referring teacher documents the discussion with the parent and dates the "Referral for Special Services" form
- the "Referral for Special Services" form is submitted to building administrator for signature · the administrator signs and dates the referral form, identifies a special education case manager and sets a referral meeting date (to be held at Evaluation Team) within ten school days
- "Referral Notice to Parents" accompanied by "Procedural Safeguards" is sent to the parent by the case manager/special education clerk

Students enrolled in a private or religious school or who are being homeschooled: Parents or private school representatives may refer to children who are currently enrolled in a private or religiously affiliated school, or who are being homeschooled, by contacting the building administrator.

Students who have been hospitalized in a psychiatric treatment facility: Students may be hospitalized for short- or long-term periods in psychiatric treatment facilities for a variety of reasons, including problems exhibited in the home, community, or school. The majority of students hospitalized in a psychiatric treatment facility are general education students who do not require special education services. When discharged from a hospital, general education students usually can return to their schools and classes of enrollment. At parent request, or if the parent provides information to the school, a problem solving team or an evaluation team, a meeting should be held, preferably prior to the student's return to school, to review the information and develop a plan for the student's return.

On a case-by-case basis, the PST/ET team may determine that a student should be referred for special education services. If a student who has been hospitalized is referred for consideration of eligibility, the focus of the meeting is to determine whether the clinical issues that resulted in the hospitalization have had an educational impact.

The Evaluation team should collect information that reflects the student's prior school behavior, school interventions, precipitating events and behavior that resulted in the hospitalization, and potential environmental influences on behavior, including substance abuse.

EMERGENCY DRILL CODE

1. Every fire, lockdown and evacuation drill is to be regarded as real.
2. The only person to have any advance notice of a fire drill is the one who sounds the alarm. For lockdown and evacuation drills the local authorities should have advance notice.
3. Drills shall take place at any time, whether the students are in classes, in assemblies, in passing corridors or in cafeterias (see attached protocols).
4. The signaling device must be heard in all parts of the building and shall be used only for emergencies.
5. All occupants must be evacuated from the building in a fire and evacuation drill.
6. A teacher or some other responsible adult shall be assigned to assist the handicapped who require assistance in evacuation.
7. During a fire or evacuation drill only, a teacher or some other responsible adult must check restrooms, cloakrooms, and all other rooms and areas where children congregate, to make sure all of the students have vacated the building. A second teacher or responsible adult will transport the emergency bag. During a lockdown drill checking these areas is not advised.
8. Students must not be permitted to go to lockers for personal items during a fire or evacuation drill.
In the case of an evacuation for a bomb threat, students should take any type of tote bag they have with them in the classroom at the time of the drill.
9. With the exception of a lockdown drill, teachers must leave the building with their classes.
10. For all drills the teacher should have with him/her, upon fire or evacuation drill, the class register or a roster of students and the absentee list to ensure accurate accounting of student whereabouts.

11. In the case of a fire or evacuation drill, it shall be the responsibility of the teacher to make sure that all of the children have left their room and that the door of the room is closed.

During a lockdown drill, teachers must make sure that the classroom door is closed and locked and the children are moved to a safe area within the classroom.

12. There shall be no talking during any drill.

13. Students must not run during a drill but must move quickly and orderly.

14. Members of the custodial staff must report to pre-designated locations and assist in drill procedures.

15. In the case of a fire or evacuation drill, students must be led to a predetermined and safe area far enough away from the building and out of the path of emergency vehicles and equipment.

16. There shall be a written evacuation plan for each school. The plan shall include specific provisions for evacuating the handicapped. The plan shall be reviewed and approved annually by the local fire marshal as part of the annual fire inspection of the school.

17. There shall be a written procedure for a lockdown for each school. The plan shall include specific provision for protecting all students including the handicapped. The plan shall be reviewed and approved annually by local authorities.

18. Each occupied area shall have a predetermined evacuation route. This route should lead to the nearest available exit. At least one alternative route shall be established for each occupied area. These routes and other related instructions shall be clearly posted near the exit door of each room so that an occupant of the room may know the correct plan of evacuation.

19. All staff and students shall be informed of the school's evacuation plan and lockdown procedures.

Protocols for Six Universal

Emergency Procedures

1. Evacuation (For use when conditions outside are safer than inside) When an announcement is made or alarm sounded:

- Take the closest and safest way out as posted (use secondary route if the primary route is blocked or hazardous)
- Take roll book for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- Wait for further instructions

2. Reverse Evacuation (For use when conditions inside are safer than outside)

When the announcement is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- Wait for further instructions

3. Severe Weather Safe Area (For use in severe weather emergencies)

When an announcement is made or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if the primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take roll book for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in a safe area until the "all clear" is given
- Wait for further instructions

4. Shelter in Place (For use when evacuation is not possible)

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to the nearest available classroom or other designated location
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between the bottom of the door and the floor (external gas/chemical release)
- Take attendance; report according to Student Accounting and Release procedures
- Do not allow anyone to leave the classroom
- Stay away from all doors and windows
- Wait for further instructions

<p>5. Lockdown (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> · Students are to be cleared from the halls immediately and to report to the nearest available classroom · Assist those needing special assistance · Close and lock all windows and doors and do not leave for any reason · Cover all room and door windows · Then stay away from all doors and windows and move students to interior walls and drop · Shut off lights · BE QUIET! · Wait for further instructions 	<p>6. Drop, Cover and Hold (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command “Drop” is made:</p> <ul style="list-style-type: none"> · DROP – to the floor, take cover under a nearby desk or table and face away from the windows · COVER - your eyes by leaning your face against your arms · HOLD - on to the table or desk legs, and maintain present location/position · Assist those needing special assistance · Wait for further instructions
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Evacuation Plan

The following pages comprise the established evacuation plan for Ponaganset Middle School, including provisions for the handicapped. It is vital that we are all familiar with this plan. Please keep this plan in an appropriate location for future reference.

1. In an emergency situation or drill, the building will be evacuated according to directions in the emergency plan copy which is distributed to all staff members separately.
2. Maps of the school with clearly labeled emergency exit routes and alternate exit routes are posted in each room along with the most recent Fire Drill Code Guidelines which are included in this handbook and the emergency handbook. These maps and guidelines are discussed with each class by each teacher at the start of the school year and at various times throughout the year.
3. Students with mobility challenges will exit the building under close supervision of their classroom teacher/assistant utilizing the written individual egress plan.
4. In case of severely physically handicapped students, special directions will be communicated as necessary to staff designated to assist these students.

All Fire drills require evacuation to the staff parking lot. Handicapped students in Life Skills Class are to evacuate and proceed to the front of building on the grass in the center of the parking area.

Guidelines for the Evacuation of the Handicapped

1. Whenever possible, classes with handicapped students should be scheduled in classrooms on the first floor.
2. School officials, in consultation with the local fire marshal, should designate and post fire safe areas of refuge for the severely physically handicapped on each floor level when necessary.
3. School staff and fire personnel should be properly trained in how to evacuate handicapped occupants from the building.
4. Each handicapped person should be evaluated by his/her parent or guardian, school nurse, teacher, principal, personal doctor where appropriate and fire department officials to determine the best way to safely evacuate this individual so that he/she will not inhibit the egress of other occupants from the building or endanger her/himself during evacuation from the structure.
5. Where needed, special training in evacuation should be provided to the handicapped.
6. Where possible, the handicapped person should be educated to communicate what his/her handicap is in order to assist in the evacuation.
7. A list of handicapped students who have problems which would interfere with normal locomotion should be kept by the school nurse who will disseminate this information to the appropriate teachers.
8. If the student uses adaptive devices for locomotion or has a loss of normal gait, the school nurse should discuss with each of the student's teachers how to assist in the exit procedures.
9. The classroom teacher should know the whereabouts of a handicapped student at all times.
10. If a teacher should have more than one handicapped student in a class who needs assistance for evacuation, the administration should assign one or more responsible adults to aid in the evacuation.
11. Information about handicapped students and their exit plan should be available to substitute teachers and aides.
12. Elevators should not be used during fire drills except by the fire department personnel or unless otherwise approved by the local fire marshal.

Student Nutrition and Lunch/Breakfast Procedures and Supervision

In accordance with the Bridging the Gap Research Program, from the Center for Disease Control (CDC), the importance of proper nutrition and hydration are a priority for our students. Students are allowed to consume a snack and drink water during the school day. Students may use the water fountains available in the building and/or students may carry a water bottle with them in the building during the school day. Teachers will instruct students and model the appropriateness of having and consuming water within our various classrooms.

- A non-disruptive snack is allowed to be consumed prior to the lunch period
- Snacks reserved for after school activities should be consumed after-school · Water bottles are allowed throughout the school day
- Water bottles should remain closed when students are not drinking from the bottle
- Water bottles should be placed on the floor in classrooms when students are using technological devices and in classrooms where expensive equipment is being used, class rooms such as Engineering, Industrial Concepts, and Science.
- Water bottles should not be open while students are using any chemicals in classes.

If adequate supervision can be secured students may fully enjoy time and the outside walking area during lunch periods if they know what is expected of them and follow the procedures:

1. Students are to follow the directions of the kitchen personnel, custodians, and lunch supervisors without question.
2. Students buying lunch are to enter the serving area by way of the door closest to the Main Office.
3. Students carrying a bag lunch are to enter the Auditoria through the door closest to the library. *(Two Supervisors should be in the hallway positioned by each entrance then move into the Auditoria when all of the students have entered.)*
4. Seating will be by choice.
5. Nothing is to be thrown in the Auditoria.
6. Students are to remain seated unless purchasing a lunch and /or snack and are not to leave the Auditoria. ***(One Supervisor should be near the cash register/serving doors, the remaining supervisors should be circulating and interacting with the students and supervising the doors.)***
7. ***Auditeria supervisors should not be using their cell phone while on duty. Vigilance is key to ensuring safety during lunch time.***

8. If the weather allows, and behavior has been appropriate, the lunch supervisors will allow students to go outside to spend time in the schoolyard.

9. After disposing of trash in the proper receptacles, students are to return to their tables and remain seated until dismissed by the lunch supervisors. (*Supervisors should do this before students are allowed to go outside and before dismissal at the end of the lunch period.*)

10. Every student seated at a table is responsible for that table and the floor beneath and around that table being clean before any of the students there can be dismissed; group responsibility is the rule of thumb in the Auditoria.

11. No food or drink is to be brought outside of the Auditoria without permission. All food and drink must be consumed at the lunch tables, with the exception of second chance breakfast. (*Two Supervisors should be positioned in the hallway by each door at dismissal.*)

Corridor Supervision

1. Supervisors may either walk the hallways or sit at key locations. Supervise the areas by the lavatories.

2. All students passing in the hallways should have their passport agenda/folder with them and the passport page should be signed by a teacher. If not, send them back to the place of origin to retrieve the passport folder and mark them tardy for class. Shared passes are not allowed and students are not allowed to have another student's agenda/folder.

3. Students should move quickly and quietly so as not to disrupt learning.

Field Trip Philosophy

The Regional School Department enthusiastically supports the first-hand learning experience provided by field trips. When properly planned and implemented, field trips are considered appropriate extensions of the classroom since they stimulate student interest and inquiry and provide opportunities for social growth and development.

Field trips help to promote and foster learning, supplement the academic program, and expose students to a variety of social and cultural experiences. For these reasons, they are considered a valuable component of the educational process. Field trips to locations within the community must promote positive public relations as well as acquaint students with the resources of their community.

Field trips are an extension of the school's instructional program. The purpose of field trips is to reinforce and enrich the content which is being taught in the classroom. A thoroughly planned trip is a valuable adjunct to classroom instruction. Our Field trips are designed to satisfy one or more of the following learning outcomes:

1. They provide change and variety.
2. They build respect for people and for excellence wherever it may be found.
3. They improve the effectiveness of other instructional materials.
4. They give students first-hand experience with objects, situations, and relationships.
5. They enable students to expand their factual knowledge, and may enable them to gather interesting materials and specimens.
6. They can serve as a preview of a unit, means of developing interest in the work of a unit, or as a summary of the unit.
7. They enable students to visit industries and commercial enterprises which would be closed to them as individuals.
8. They create backgrounds of experience which would give meaning to reading and research done later in the formal study situations of the classroom and library.
9. They encourage and develop keenness in observation and insatiable curiosity.

Please see updated field trip policy as of the 2021/2022 school year:
<http://www.fg.k12.ri.us/common/pages/DisplayFile.aspx?itemId=373316>

Field Trip Procedures

1. When planning a field trip, the teacher must first discuss the details of the trip with the team leader who will then discuss the field trip with a building Administrator. The Principal will approve only those field trips which relate directly to the subject matter being taught in the classroom.
2. The Field Trip Application Form must be given to the principal **20 days before the trip for approval**. The 20 day approval period may be waived in special cases.
3. All transactions with the bus companies will be made by Central office staff.
4. No student will be allowed to participate on a trip unless he/she has on file with the teacher a permission slip signed by a parent or guardian.
5. A student may be denied the privilege of attending a field trip if the teacher in charge and/or an administrator believe that the student will **jeopardize the health and safety of other students or themselves**. Or that the student will be a disruptive factor during the trip.
6. Classroom teachers who are going on the field trip must leave ample work related to the academic experience of the field trip for their students who are not going on the trip.
7. The conduct expected of all students on field trips must be the same or even better than what is expected in school.
8. All students are to go on the trip together and return together. It is not permissible for a student to leave the group during the course of a field trip. Students are not to be given "free time" to roam about.
9. School Committee policy requires a ratio of one chaperone for every ten students on a field trip.
10. No field trips are to be chaperoned with only one chaperone.
11. Any irregularity worthy of note which occurs during the course of the field trip must be reported to a building administrator as soon as possible.
12. Every trip must have an appropriate instructional introduction as well as a follow up activity.
13. No student will be denied the privilege of any trip because of his/her inability to pay the amount charged to students for the trip.
14. Arrangements for safe conduct home must be made prior to the trip for any group returning to school after regular school hours.
15. Field trips will not be permitted during the final week of any marking period unless approved by the principal.
16. An alphabetized list of students will be provided by the teacher to the team leader, the principal's secretary, the school nurse, specials teachers and the Assistant Principal as soon as possible but not later than three days before the field trip.

Field Trip Requests

1. Please be sure to completely fill out the field trip request form before submitting to the Business Office. This includes: account numbers (if applicable), the number of buses required, the number of students, pick up and departure times, destination and date of trip, etc. Forms are available in the Main Office.
2. Field trip requests require at least two weeks advance notice to the Business Office. Once a request is received by the Business Office, it is sent to the Superintendent for approval before the bus can be booked. This two week period will allow adequate time to reserve a bus and return notification to the school.
3. A written list of chaperones is to be given to the secretarial staff **at least** one week before the trip. All chaperones that are not on staff must have a BCI check done through the Main office each year.
4. If your field trip is canceled, please give the Business Office a minimum one day's notice for cancellation. Otherwise, the school will be responsible to pay a minimum if the bus leaves the yard.
5. Please be sure to call the Business Office no later than the day after a field trip if the number of students in attendance has changed. Otherwise, the school will be billed for the number of students listed on the field trip request including approximated figures.
6. Contact the Business Office with any corrections which affect the billing process no later than the day after the trip. Creating bills, journal entries, recording trip insurance for billing purposes, etc. is a labor intensive and time consuming process that triple if it has to be reversed and redone.
7. The minimum charge for field trips is \$75.
8. Please be sure to inform the school secretary to update the calendar.

Guest Speakers

1. Before a guest speaker is invited to speak to any class or groups of students, the students must secure approval of the teacher involved.
2. The teacher must obtain a Guest Speaker Information Form in the main office. This form must be completed at least one week prior to the scheduled event.

3. Due to the controversy of some speakers, it may be necessary to notify the Superintendent and to insure that all sides of an issue are presented. The subject to be presented may require the invitation of other guest speakers representing different views.
4. Student telephone calls to the guest speaker must be arranged and approved in writing by the classroom teacher and parent/guardian. The student may not be released from another class to make these calls.
5. The telephone call to the guest speaker must be followed by a letter confirming the invitation and contain the following points:
 - Acceptable business form
 - Date and time of the event
 - Purpose of the request
 - Specification that the press are not invited unless approval is granted by the Principal and the Superintendent
 - Co-signatures of the classroom teacher and the student
6. It is suggested that a letter of appreciation be sent to the invited guests after their appearance.

Ponaganset Middle School **Internet and Acceptable Use Practices**

The use of Educational Technology (defined hereafter as: computers, hard wired and wireless networks, network equipment, district software, and all peripherals) and the Internet is an expectation and professional responsibility. All Members of the educational community (defined hereafter as: guests, students, faculty, staff and administrators) are responsible for appropriate behavior on the school district's Educational Technology and the Internet just as they are when involved in any school activity. General school rules and policies apply to all school computer use, Internet activity and communication. Inappropriate use may result in disciplinary action. Specific violations will be assigned consequences by the appropriate administrator.

All students will be informed by staff of their rights and responsibilities as users of the District network prior to gaining access to it, either as an individual or as a member of a class or group. Permission is not transferable and may not be shared.

Acceptable Use

Use of Educational Technology, again, is an expectation and professional responsibility. The Foster-Glocester Regional School Committee expects Members to use these tools in a responsible manner for educational purposes, and to be considerate of all other users. Commonly understood standards of Internet etiquette ("netiquette") will be

promoted and utilized within and outside the District. The Internet offers a wealth of information, an opportunity for exchanging ideas, and possibilities for engaging collaborative work. However, Members will be held accountable for their own responsible Internet use. Acceptable use of Educational Technology and related devices is any use that is consistent with the educational objectives of the Foster-Glocester Regional School District.

Members should not expect that computer activity would be private. District Information Technology staff may utilize security software and review activity to maintain system integrity and insure proper use. School staff and administrators may only review student files for educational purposes.

Unacceptable Use

Including but not limited to:

Communication. It is unacceptable to use online communication (chat rooms, email and network instant messaging) for non-educational purposes unless directed by staff. Student access should be restricted to GAFE services. If a student accesses web sites that ask for comments or a reply, which requires sending or receiving email outside of the district GAFE account, it is recommended that not respond. Students should never publish or post their home address or phone number. Additionally, students may not post personal information including but not limited to addresses or phone numbers of other students, teachers, administrators or other District staff to the District's network or the Internet.

Illegal and Unethical Activity. It is unacceptable use to in any way promote or engage in any activities that are deemed criminal under federal, state, or local laws, including but not limited to copyright, credit card, and electronic forgery laws. It is understood that technology facilitates plagiarism; all pertinent school district policies apply to this unethical use of educational resources, and the school community shall continually strive to eliminate such practice.

Hacking and Vandalism. It is unacceptable use to attempt to harm, alter, or destroy any hardware or data of the District or of another user, or to access another's account – whether in school or any site connected via the Internet. This includes but is not limited to the creation and spreading of computer viruses. Attempts to thwart existing security practices such as avoiding monitoring, circumventing filtering software, or cloaking Instant Messaging activity is not acceptable. It is also unacceptable use to attempt to acquire and/or use another's password or account.

Offensive and Obscene Material. It is unacceptable use to send or receive any data that is mean, threatening, suggestive, obscene, belligerent, or violent.

Personal Devices. In our advancing technological environment, fair and acceptable use is subject to review by the District Technology Committee and administrators. Implicit to consent with the policies herein is the use of personal devices such as but not limited to laptop computers, hand-held personal computers, and cell phones. Personal computing devices may only be used in defined areas and/or networks as delineated by district IT staff.

Commercial Activity. It is unacceptable to engage in activity for private or financial gain. It is unacceptable use to make purchases or incur charges of any kind without express written consent of the Superintendent.

Library Guidelines

Purpose The library operates primarily as a resource and reference center to support student learning and achievement. The library is open throughout the school day. Teachers are always welcome.

Guidelines Student behavior is expected to be guided by the library rules. The overall rules apply in the library. Failure to follow the rules results in consequences.

Passport Students must have a filled in passport from enrichment or subject area teachers. Teachers may send three-five students at a time, but in no case more than five. Students must bring all materials necessary to complete their assignments with them.

If the library is reserved for teacher instruction or research use, only the first ten students from enrichments will be admitted. As they complete their work, and return to class, additional students may be sent to the library.

Research Passes These are given for long term projects by a subject area teacher and must be signed by a teacher and a member of the library staff. Misuse of this pass results in revocation. Lost passes will not be replaced.

Reserved Library Use

1. Reserved library use – teachers who wish to reserve the library *in advance* may select specific time periods in the schedule book at the circulation desk. Two periods are reserved per week for each time block for research and study hall use only. These periods are blocked out; do not plan to reserve the library during these periods.

2. Instructional classes – classes in library use of research skills in an area (i.e. L.A., science research, social studies research) must be scheduled in *advance* by the teacher in consultation with the librarian. This way, the teaching of the use of library materials, relevant to a class assignment, reinforces the concept, rather than being presented as an unrelated skill. Please use the schedule book which is available at the circulation desk.

3. Unless the library has been reserved simply for the class book selection, we can best serve you when we have a copy of the written assignment and assessment rubric beforehand.

Reserve Books Teachers may request in advance that specific materials be held “on reserve” in the library for research use by their students for a stated length of time.

Reports As much advance notice as possible of assignments using library resources is helpful. The schedule and assignment form may be used for that. It is wise to check the library collection for sufficient relevant materials prior to committing to assignments. Frequently we run short of books because of duplication of subject assignments by several teams. This may be alleviated by shortening circulation times for students if we have knowledge of the assignment overlap in advance. Please forward a copy of the assignment and the assessment rubric to the library as soon as possible so that we may prepare to accommodate the needs of your students.

Book Return Books may be returned at any time. Collective returns from classrooms are encouraged.

Book Circulation Returns are encouraged at any time. Books are signed out for three weeks and may be renewed at any time before they are overdue. This is considered part of a student’s responsibility. Overdue notices are sent to the homeroom teacher for distribution. If a book is not returned library privileges are restricted and the student’s name is sent to the Vice Principal. Overdue books result in the loss of library computer use, sign out privileges, and enrichment pass opportunities until the loss is resolved. After School Library Use time to be determined by the School Librarian. Students may stay after school in the library to work or study. They must be in the library and working by 2:05. Anyone who arrives late will receive consequences.

Library Orientation We will schedule a brief library information session for any class during the first month of school. We are also happy to arrange individual orientations of resources available for new teachers.

Rules:

1. Be prepared: pencil, notebook, clearly understand assignment.
2. Follow directions the first time they are given.
3. Keep hands, feet, and other objects to yourself.
4. Speak only when necessary and in hushed tones.
5. Remain seated unless getting or returning materials.

Consequences:

1. Warning
2. 5 Minutes isolation
3. 15 Minutes isolation (return to class if on pass)
4. After school detention

SEVERE CLAUSE: IMMEDIATE OFFICE REFERRAL

Ponaganset Middle School **Disciplinary Procedures**

All classrooms must display rules, positive consequences and negative consequences.

Disciplining students, particularly those with chronic or serious behavior problems, is a long-standing challenge for educators. They must balance the needs of the school community and those of the individual student. At the heart of this challenge is the use of punitive and supportive disciplinary practices. Reliance on punitive approaches only has proven largely ineffective, even counterproductive. This holds true both for general education students and those with disabilities. Effective discipline practices ensure the safety and dignity of students and staff, preserve the integrity of the learning environment, and address the causes of a student's misbehavior in order to improve positive behavioral skills and long-term outcomes.

Benefits of Assertive Discipline

- Significant reduction in inappropriate behavior
- More time on task in the classroom
- Increased learning
- A systematic approach to working with children
- Fewer Teacher/Student confrontations
- **Calm, objective, fair, consistent response to inappropriate behavior**
- Significant increase of recognition and reward for appropriate behavior
- Compliance with due process
- Increased and improved parent communication
- Improved school atmosphere
- Improved teacher morale

Premises upon which Assertive Discipline is based

1. Teachers have a right to teach.

Corollary: Assertive teachers do not tolerate any behavior that keeps them from teaching.

2. Students have a right to learn.

Corollary: Assertive teachers do not tolerate any behavior that keeps students from learning.

3. Good teachers are vitally interested in their students' best interests.

Corollary: Assertive teachers do not tolerate any behavior that is not in an individual student's best interests or in the best interests of the other students in the class.

4. Children can behave.

Corollary: When children choose to behave, they choose positive consequences. When they choose not to behave, they choose negative consequences.

Rules

Guidelines

1. Must deal with observable behavior.
2. Must not violate the best interests of the students.
3. Must have realistic expectations for the particular students involved.
4. Must deal with behavior you consider most important for teaching and learning to take place in your class.
5. Use a maximum of five or six rules.
6. Rules should be stated in a positive manner.

At times, consequences may vary according to the specific needs of the child.

Positive Consequences

Guidelines:

1. You must be comfortable using them.
2. Students must like them.

3. They must comply with school and district policy.
4. Sincere praise is the easiest, most common and most effective form of positive reinforcement.

Catch Kids Being Good!!!!

Negative Consequences

Guidelines:

1. Need not be creative or severe, but must be implemented consistently.
2. You must be comfortable using them.
3. Must be something students do not like, but that is not physically or psychologically harmful.
4. Should be as immediate as possible.
5. Must be placed in a hierarchy:
 - With a maximum of five steps and a minimum of four
 - Must begin with a warning
 - Must include parents contact and Assistant Principal
 - Must include a severe clause

Ponaganset Middle School Rules

School Rules:

- Speak and act positively about yourself and others
- Follow directions the first time they are given
- Keep hands, feet, and objects to yourself
- Walk, don't run
- Speak softly, don't shout

Cafeteria:

- Follow all school rules
- Remain seated unless otherwise instructed
- All food and drink must be consumed at lunch tables
- Dispose of all trash in the proper receptacles

Passing Time:

- Follow all school rules
- Walk directly to your next class without delay
- Walk on the right side of the corridor
- With teacher permission, go to the lavatory and lockers before homeroom, before lunch or at dismissal

Consequences:

- Teacher intervention (conference, phone parent, detention or teacher lunch detention)
- Office referral
- Detention or suspension for repeat offenses
- Team PRIDE reward restriction
- PRIDE reward restriction

Assistant Principal's Hierarchy of Consequences for Teacher Referrals

**Consequences may vary according to the specific needs of the child.
The following is a guideline.**

1st referral: Student conference with possible two days of detention, parent notification

2nd referral: Two days of detention, parent notification, completion of PRIDE reflection sheet

3rd referral: Four days of detention, parent notification, completion of PRIDE reflection sheet, PRIDE reward restriction

4th referral: Possible suspension, parent notification, completion of PRIDE reflection assignment, PRIDE reward restriction

5th referral: Possible suspension, parent notification, PRIDE reward restriction

Note: The number of days of suspension may increase with each additional referral. Repeated suspensions will result in a request for a hearing with the Superintendent and, if necessary, the School Committee to consider long term suspension.

Severe Clause: Use or possession of alcohol, drugs, or dangerous objects, assault, fighting, stealing, vandalism, smoking, profanity, bullying, sexual harassment or defiance of authority will result in home suspension.

Note: Referrals will be treated with respect to the individual and the needs of that individual. Consequences may be more severe or may be replaced by or include referral to special services.

Sample Classroom Plan

Rules:

1. Speak and act positively about yourself and others.
2. Follow directions the first time they are given.
3. Keep hands, feet and other objects to yourself.
4. Raise your hand and wait to be recognized before speaking.
5. Bring books, notebooks, pens, and homework to class.

Positive Consequences:

Praise

Positive notes or calls home

Class and/or individual rewards

PRIDE Rewards

Negative Consequences:

- 1-Offense: Warning
- 2-Offense: Five minutes isolation from academic group. (Change seat keep working)
- 3-Offense: Intervention is essential at this point. Ten minutes isolation from an academic group with reflection.
- 4-Offense: Team/teacher detention or lunch detention. Parent contact by the teacher is necessary whenever a student reaches this step.
- 5-Offense or Severe Clause:
Formal referral to the Assistant Principal.

Specific Directions

1. Specific directions should be given for each change of activity in a classroom.
2. Specific directions should deal with:
 - a. Verbalization
 - b. Materials
 - c. Body Placement
3. Name the activity when giving specific directions. This becomes a cue for students to recognize and respond appropriately in the future without repeating directions. (This takes approximately six weeks)
4. Use praise as a positive reinforcement.

- Look for any student who is following directions.
- Say the student's name, repeat the direction and comment positively.

5. To keep students on task:

- Use praise as a positive reinforcement.
- Scan the class often
- Use proximate praise (praise the students around a student who is not on task)

Intervention Techniques

Intervene no later than Step 3 on your hierarchy of consequences. It is irresponsible not to intervene.

Moving in Technique;

This is the single most effective intervention skill.

1. Move in on the student's space.
2. Use eye contact.
3. Use a well-modulated, controlled voice.
4. Restate the behavior expected.
5. Remind the student what step on the hierarchy he/she is on.
6. Explain what the next consequence will be.
7. Emphasizing what happens next is the student's choice.

Freeze Technique:

1. Use this if the entire class is disruptive.
2. Use a word or signal that the entire class has been made aware of in advance.
3. Restate your expectations, specific directions or rules.
4. Place the entire class on the warning step.
5. State what will result at the next step.

Implementing the Discipline Plan

1. Submit your plan to the Assistant Principal.
2. **Post the plan in your classroom.**

3. Explain the plan carefully to your students.

4. Emphasize that students choose positive or negative consequences.
5. Send a copy of the plan home to the parents.
6. Tell students when they can discuss a consequence with you if they feel it was undeservedly assigned.
7. Implement the plan on a daily basis.
8. If a student reaches a certain level of consequence on a regular basis, inform the student that she/he begins each day on the next step up on the hierarchy.
9. Severe behavior problems should be placed on an individual disciplinary plan devised by the teacher, the assistant principal and the parents.
10. Never take away consequences or rewards previously earned.
11. Avoid showing anger, frustration or other negative emotions. When you give in to these emotions, the child is in control of the situation, you are not.
12. Don't argue with students. Use the "broken record" technique. "I hear what you are saying but if you don't want negative consequences, you have to follow the rules."
13. Avoid lecturing. Undue attention reinforces negative behavior. Expend your energies reinforcing positive behaviors.
14. Don't be manipulated. The three most common manipulative devices are:
 - a. Tears
 - b. Apologies
 - c. "I don't care"
15. If you keep a student for detention, do not speak at length to the student. You may be reinforcing an attention-getter.
16. Document inappropriate behavior, consequences and parent contact.
17. Implement your plan **consistently and objectively**. You must convey the message through your actions, not your words, you mean what you say.

Administrative Detention Rules

Students may be placed on administrative detention for violations of school rules. Late buses run Tuesdays through Thursdays. Detention takes place from 2:00 P.M. to 3:05 P.M. The rules in detention are as follows:

- Be in your seat at 2:05 pm.
- Follow directions the first time they are given.
- Keep hands, feet and other objects to yourself.

- Raise your hand and wait to be recognized if you have a question.
 - Questions must be limited to the task at hand.
 - Remain seated unless otherwise instructed.
 - Keep your eyes on your own work.
 - Stay on task.
-

As part of our PBIS program, students are able to earn one day off for each successful detention, unless otherwise assigned.

Consequences

Positive:

- Praise
- Credit for time served
- Credit for additional time off current detention days

Negative:

- 1st Offense- Warning loss of earned day off
- 2nd Offense- Office referral, an additional day of detention
- 3rd Offense- Office referral, student sent to the assistant principal's office
- 4th Offense: Isolation for the remainder of detention
- 5th Offense: Written referral to the Assistant Principal

NOTE: If you fail to report to administrative detention:

- 1st Offense - Two days additional detention
- 2nd Offense - Four days detention and possible escort to detention in future
- 3rd Offense - Two or more days of home suspension

Any negative actions will result in the detention supervisor not awarding additional days off and/or electing to not give credit for the current detention day.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents, students who are 18, or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S.

Department of Education (ED) -

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of -

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Foster-Glocester Regional School District developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Foster-Glocester Regional School District will directly notify parents of these policies at least annually and after any substantive changes are made.

Parents who believe their rights under PPRA may have been violated may file a complaint with ED by writing to the Family Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, call 202-260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 800-877-8339. Or contact the following:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records, giving parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or attends a school **Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law that protects the privacy of student education records, giving parents certain rights with respect to their children's education records. These rights transfer to the student, or former student, who has reached the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Parents and eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose records, without consent, to the following parties:

1. School officials who have a need to know;
2. Other schools to which a student is transferring;
3. Certain government officials in order to carry out lawful functions;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies and/or services for the school;
6. Accrediting organizations;
7. Individuals with court orders or subpoenas;
8. Appropriate officials in cases of health and safety emergencies;
9. State and local authorities, within a juvenile justice system, pursuant to specific State law; and
10. Another school in which a student enrolls.

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Foster-Glocester Regional School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are below.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
202-260- 3887 www.ed.gov/FPCO

Ponaganset Middle School
7 Rustic Hill Road
Glocester, Rhode Island 02857

Patricia Marcotte, M.Ed
PRINCIPAL

Wendy Todd-Fies, M.Ed
ASSOCIATE PRINCIPAL

Foster Gloucester Regional School District requires that all staff are informed of the information found in the following: Bloodborne Pathogen, Anaphylaxis, FGRS Restraint Policy, FGRS Sexual Harassment Policy, Title IX and Title VI, located in the FGRS website, and the PHS Teacher Handbook. If you have any questions regarding the contents or location of these documents contact the school nurse, assistant principal or principal. Please initial that you have reviewed all of the following documents.

(Initial in the space provided)

_____ I hereby certify that I am aware of and understand the Foster/Glocester School District's Bloodborne Pathogen/Universal Precautions Policy.

_____ I hereby certify that I have reviewed the Anaphylaxis presentation and have no questions regarding the administration of an Epinephrine auto injector.

_____ I hereby certify that I have reviewed the Family Educational Rights and Privacy Act (FERPA) documents in the teacher Handbook.

_____ I hereby certify that I have reviewed the restraint policy and have no questions.

_____ I hereby certify that I have reviewed the sexual harassment policy and have no questions.

_____ I hereby certify that I have reviewed the Title IX policy and have no questions.

_____ I hereby certify that I have reviewed the Title VI policy and have no questions.

_____ I hereby certify that I have reviewed the teacher handbook and have no questions.

Printed Name: _____

Signature: _____ Date: _____