

BPS K-5 Handbook

2022-2023



Sowams School

**364 Sowams Rd.
Barrington, RI 02806
401.247.3180**

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August 29, 2022

Dear Sowams School Families:

Welcome to the 2022-2023 school year. Sowams School is committed to making sure our students are successful in all that they do. We take pride in working with each student to ensure they recognize the accomplishments they are making each day of the school year.

Our school's mission is "Empower all students to excel." We will work each day in order for every student at Sowams to be successful. However, we can only do this with your help. With that in mind, we believe parents do the following:

- Play an active role in their child's education.
- Work collaboratively with teachers to optimize success for all children.
- Understand that any child will thrive when each child's unique physical, social, emotional, and intellectual needs are recognized and respected.
- Provide opportunities for learning experiences outside of the classroom.
- Foster independence in their children.

If at any time you have any questions, please do not hesitate to contact the teachers or me. You may contact me at callahanj@barringtonschools.org. If you would like to contact others on our faculty and staff by email, each person's address is their last name, first initial@barringtonschools.org.

Sincerely,

James H. Callahan
Principal

Barrington Public Schools does not discriminate based on race, color, creed, national or ethnic origin, gender, religion, disability, age, sex, sexual orientation, gender identity or expression, citizenship, or status as a disabled veteran, or past or present honorable military service, or any other protected category concerning access to, the provision of, or employment in its educational services, programs and activities, including admissions, athletics and other BPS program **as required by Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1965, the Age Discrimination Act of 1975, and other federal and state laws that prohibit discrimination. The following person has been designated to handle inquiries regarding the non-discrimination policies: Equity Officer, Assistant Superintendent; 401-245-5000 x 2.** You may also direct questions directly to the Office for Civil Rights (Boston Office), U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, Telephone: (617) 289-0111; Facsimile: (617) 289-0150; Email: OCR.Boston@ed.gov. If you require accommodation to attend a meeting or program at a school, call the Equal Employment Officer at least two business days before the meeting or program. **If you require an accommodation to attend a District meeting or program, contact the Equity Officer at least two business days before the meeting or program or the school principal to attend a building-based event.**

School Staff 2022-2023

<u>Name</u>	<u>Position</u>	<u>Room</u>
<u>Mr. James H. Callahan</u>	<u>Principal</u>	<u>Office</u>
<u>Mrs. Cara Kotsiris</u>	<u>Secretary</u>	<u>Office</u>
<u>Mrs. Elizabeth Thornton</u>	<u>Kindergarten</u>	<u>2</u>
<u>Mrs. Jennifer Howard</u>	<u>Kindergarten</u>	<u>1</u>
<u>Mrs. Rebecca Silva</u>	<u>Kindergarten</u>	<u>4</u>
<u>Mrs. Adela Felag</u>	<u>Grade 1</u>	<u>6</u>
<u>Ms. Devan Lovegreen</u>	<u>Grade 1</u>	<u>3</u>
<u>Mrs. Tracy Arguelles</u>	<u>Grade 1</u>	<u>5</u>
<u>Mrs. Maribeth Promades</u>	<u>Grade 2</u>	<u>12</u>
<u>Mrs. Kimberly Rackliffe</u>	<u>Grade 2</u>	<u>14</u>
<u>Mrs. Julia Tutt</u>	<u>Grade 2</u>	<u>10</u>
<u>Mrs. Susan Fagan</u>	<u>Grade 3</u>	<u>11</u>
<u>Mrs. Kate Gleason</u>	<u>Grade 3</u>	<u>9</u>
<u>Mrs. Ashley Adamson</u>	<u>Grade 3</u>	<u>13</u>
<u>Mrs. Erika Koohy</u>	<u>Special Education</u>	<u>8</u>
<u>Mrs. Doniell Remington</u>	<u>Special Education</u>	<u>8</u>
<u>Mrs. Meredith Wescott</u>	<u>Reading Specialist</u>	<u>21</u>
<u>Mrs. Christina Squatrito</u>	<u>Math Specialist</u>	<u>18</u>
<u>Mrs. Julie Myszak</u>	<u>Instructional Coach</u>	
<u>Mrs. Jenifer Stafford</u>	<u>Instructional Coach</u>	
<u>Mrs. Amy Gusetti</u>	<u>Art</u>	<u>7</u>
<u>Ms. Erin Kulis</u>	<u>Art</u>	<u>7</u>

<u>Mr. Perry Miller</u>	<u>Physical Education</u>	<u>Multipurpose</u>
<u>Ms. Ingrid Freeman</u>	<u>PE/Health</u>	<u>Multipurpose</u>
<u>Mrs. Allison Lewis</u>	<u>PE/Health</u>	<u>Multipurpose</u>
<u>Mrs. Elizabeth Boehmke</u>	<u>Music</u>	<u>Multipurpose</u>
<u>Mrs. Tracy Slye</u>	<u>Speech/Language</u>	<u>24</u>
<u>Mrs. Catarina Anselmo</u>	<u>MLL</u>	
<u>Mrs. Jamie Greene</u>	<u>Librarian</u>	<u>Library</u>
<u>Mrs. Susan Mungovan</u>	<u>School Nurse-Teacher</u>	<u>Health Room</u>
<u>TBD</u>	<u>Psychologist</u>	<u>22</u>
<u>Mrs. Tracy Moura</u>	<u>Physical Therapist</u>	<u>16</u>
<u>Ms. Danielle Daria</u>	<u>OT</u>	<u>16</u>
<u>Mrs. Michele Marcello</u>	<u>Social Worker</u>	<u>22</u>
<u>TBD</u>	<u>Building Intern</u>	
<u>TBD</u>	<u>Kindergarten Intern</u>	
<u>Mrs. Nicole Hall</u>	<u>Teacher Assistant</u>	<u>8</u>
<u>Ms. Laurie Viall</u>	<u>Teacher Assistant</u>	<u>Office</u>
<u>Mrs. Rachel Lally</u>	<u>Teacher Assistant</u>	<u>8</u>
<u>Mrs. Kathy Moody</u>	<u>Teacher Assistant</u>	<u>8</u>
<u>Mrs. Cynthia Affronti</u>	<u>Teacher Assistant</u>	<u>8</u>
<u>Mrs. Melissa Russell</u>	<u>Teacher Assistant</u>	<u>8</u>
<u>Mr. Charles Paroline</u>	<u>Custodian</u>	
<u>Mrs. Maria Medeiros</u>	<u>Custodian</u>	
<u>Mr. Saul Soria</u>	<u>Custodian</u>	

Mission and Common Commitments

Mission: Barrington Public School's mission is to empower all students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking, so that they may positively impact the future.





Barrington Public Schools 2018-2023 Strategic Plan

• Empowering All Students to Excel •

To achieve our mission, we commit to...

- make student-centered decisions
- demonstrate respect in all relationships
- create purposeful, inclusive, and responsive dialogue
- practice transparent, effective, and strategic financial management

1 Student Success



We reach all students and close gaps in achievement between groups of students; all means all. Our students are provided opportunities to engage in critical thinking, collaboration, communication, and creativity.

Our Student Success goals for 2018-2019 include:

- Decreasing achievement gaps
- Increasing student engagement through Project Based Learning, Experiential Learning, Real-World Learning, Deeper Learning, and HS Pathways

2 Social-Emotional Well-Being



Our students are engaged and empowered to grow and make valuable contributions to self and others.

Our Social-Emotional Well-Being goals for 2018-2019 include:

- Increasing student self-reflection through Visible Learning strategies (LEAPP)
- Decreasing reports of stress and anxiety
- Understanding Ruler, Social Emotional Learning Strategies

3 Collaborative Culture



Employees feel that they are encouraged and supported to grow. Employees have ongoing opportunities for meaningful collaboration with colleagues.

Our Collaborative Culture goals for 2018-2019 include:

- Increasing staff engagement
- Increasing staff satisfaction
- Increasing participation in professional learning

4 Parent and Community Engagement



Community, parents, students, and schools are engaged in positive interpersonal relationships/ partnerships to support student success and well-being.

Our Parent and Community Engagement goals for 2018-2019 include:

- Increasing parent satisfaction
- Increasing parent involvement on District and School-based committees

5 Efficient Systems and Resources



We ensure transparent, efficient, and effective use of district resources to support achievement of district goals.

Our Efficient Systems and Resources goals for 2018-2019 include:

- Developing policies and protocols relative to inclusive decision-making
- Developing a model for program evaluation
- Developing and communicating a Master Facilities Plan

School Committee
401-245-5000

Gina Bae

E-Mail - baeg@barringtonschools.org

Amanda Basse

E-Mail - bassea@barringtonschools.org

Patrick McCrann

E-Mail - mccrannp@barringtonschools.org

Megan Douglas

E-Mail - douglasm@barringtonschools.org

Erika Sevetson

E-Mail - sevetsone@barringtonschools.org

Administration Office

245-5000

Michael B. Messore, III

Paula A. Dillon

Douglas Fiore

Kristen Matthes

David Burrows

Superintendent

Assistant Superintendent

Director of Finance/Admin.

Director of Pupil Personnel

Director of Technology

Ext. 1

Ext. 2

Ext. 5

Ext. 6

Ext. 8

School Information

School Hours

7:55 a.m. - 2:30 p.m.

Grades K-3

Office Hours

7:15 a.m. - 3:00 p.m.

Office Staff

Mr. James H. Callahan

Mrs. Cara Kotsiris

Ms. Laurie Viall

Principal

Secretary

Teacher Assistant

School Directory

Phone

(401) 247-3180

Fax

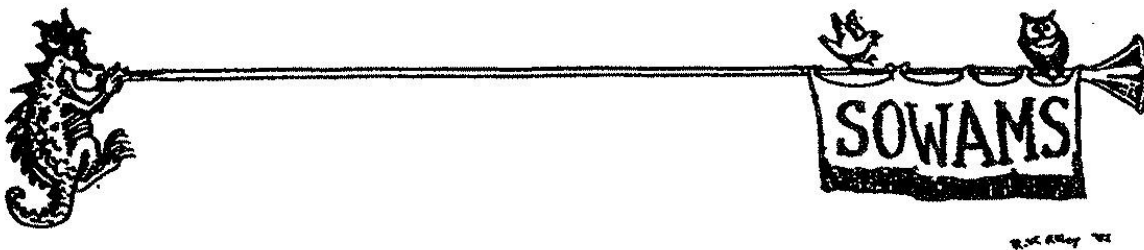
(401) 245-5003

Email

callahanj@barringtonschools.org

Web Site

www.sowamsschool.org www.barringtonschools.org



District Calendar

The Barrington Public School calendar for the 2022-2023 school year is posted on the district website. You may access it [here](#).

ATTENDANCE

All children are expected to attend each day unless they are ill or a family emergency arises. **If your child is absent from school, they cannot participate in any school, sport, or PTO activities on that day.**

Absence from daily classwork hinders a child's academic progress at all grades. Studies indicate that there is a positive correlation between good attendance and academic success. Classroom activities are a vital part of the teacher-student learning process. Thus, attendance at each assigned class period is imperative. For this reason, we encourage you to try to schedule your child's appointments after school hours.

Extending a school vacation is discouraged and is in unexcused absence, as it interferes with the learning process. We urge families to plan vacations that coincide with school vacations. This procedure will ensure that students will not miss work planned as part of their comprehensive educational experience as classroom interaction cannot be recaptured.

If your child is absent from school or will be tardy, please call the school office **(401.247.3180)** before 8:30 a.m. If your child is missing and the office does not receive a call by 8:30 a.m. the school will call you at home or work to confirm the absence.

Tardies and absences are significant problems that interfere with classroom instruction. The school office will monitor excessive absences and late arrivals. We require a doctor's note when a student is absent due to illness for more than three consecutive school days.

Each quarter, we will send families of students who have been unexcused absent or tardy for 10% or more of the school year a letter advising them of the potential for truancy proceedings. If we deem absences and tardies as excused, proceedings will not occur; however, all families will be notified of absent and tardy counts that reach or exceed 10% of the school days quarterly.

In the event that your child requires an early dismissal, please send an email to kotsirisc@barringtonschools.org to request it before or as close to the start of the school day as possible. In the email, indicate the time of dismissal, the reason, and the person who is picking the child up from school. In the event that a parent/guardian requests a dismissal, we will only release to individuals named as eligible to pick up your child on the emergency contact form. Identification must be presented at the time of dismissal. We will call to verify the early dismissal.

The Rhode Island Department of Education defines excused and unexcused absences for public schools. Please note absences and tardy codes with a *** are considered unexcused in the reporting to the Rhode Island Department of Education.

Attendance	Definition	Excused/Unexcused
Present	In school, regular instructional program	
Present	Out of school, regular instructional program activity	
Present	Out of school, school-approved extracurricular or co-curricular activity.	
Absent	Non Instructional activity recognized by State of school	Excused

Absent	Religious observation	Excused
Absent	Illness, injury, health treatment, or examination	Excused
Absent	Family emergency or bereavement	Excused
Absent	Disciplinary action, not receiving instruction	Excused
Absent	Legal or judicial requirement	Excused
***Absent	Family activity (such as vacation)	Unexcused
***Absent	Student Employment	Unexcused
Absent	Transportation not available	Excused
***Absent	The student is skipping school	Unexcused
Tardy	Religious observation	Excused
Tardy	Illness, injury, health treatment, or examination	Excused
Tardy	Family Emergency	Excused
Tardy	Legal or judicial requirement	Excused
***Tardy	Family activity	Unexcused
***Tardy	Student Employment	Unexcused
Tardy	Transportation not available	Excused
Early Dismissal	Religious observation	Excused
Early Dismissal	Illness, injury, health treatment, or examination	Excused
Early Dismissal	Family Emergency	Excused
Early Dismissal	Legal or judicial requirement	Excused
***Early Dismissal	Family activity	Unexcused
***Early Dismissal	Student Employment	Unexcused
Early Dismissal	Transportation not available	Excused
Early Dismissal	Disciplinary action, not receiving instruction	Excused

TARDINESS

Students must be in their homerooms by **7:55 a.m.**; any student not in their homeroom by this time is considered tardy to school. Students arriving at school after 7:55 a.m. are to report directly to the office.

Students must be present in school during the whole day to participate in sports practices, sports contests, extracurricular activities, and school-sponsored functions. Students missing school for reasons other than illness must request in writing to be excused in advance of the absence by a school administrator in order to participate in sports practices, sports contests, extracurricular activities, and school-sponsored functions. Excessive tardiness may preclude students from participation in events such as dances, sports practices and events, and other extracurricular activities.

EXCUSED TARDY TO SCHOOL

See above chart

EARLY DISMISSAL FROM SCHOOL

We recognize our responsibility for providing adequate safeguards to ensure the safety and wellbeing. As such, the school will excuse a child from school only under the following guidelines:

1. Parents/Guardians wishing to have their students excused from school must submit an email to kotsirisc@barringtonschools.org specifying the date, time, and reason for the request. The notification must include the name of the individual who will pick up the child. The individual must be listed on the emergency contact form as eligible to pick up the child. The school will call to verify the request. The secretary will verify identification upon arrival at school.
2. Teachers will release students from class to report to the Main Office.
3. Parents/Guardians or official designees must come to the office to pick up their children. They will be required to provide identification and to sign a dismissal form.
4. In the event that a parent/guardian can not send in a note and calls the school, the school will follow up with a verification procedure.
5. We will not permit a student to walk/ride a bike home or to an appointment alone, irrespective of parent/guardian consent, in grades PK-8.

GENERAL PRACTICES AND PROCEDURES

ACCIDENT AND SICKNESS PROCEDURES

If a student becomes ill during the school day, they are to report this immediately to the teacher in charge of the class. The teacher will contact the nurse's office. The nurse will either go to the classroom to see the student or will have the student sent to the office. If at any time the nurse is not available, the student will seek care or guidance in the main office.

Under no circumstances will students leave the building and go home until proper authorization has been received.

ARRIVAL AND DISMISSAL

The school building is open to students beginning at 7:30 a.m. Students who do not take a bus should be sure to plan their arrival time accordingly. Buses arrive at intervals starting at 7:30 a.m. The students disembark near the entrance and go immediately to the specific areas in the building where they may assemble and wait until 7:50 a.m. No one may go to a classroom or their lockers before 7:50am. Overview may be found [here](#).

Dismissal is at 2:30 p.m. except for those who have after-school commitments. Students who walk home or who ride a bicycle will exit at the same time as bus passengers. All students are expected to leave school grounds at dismissal, except those who remain after school for extra help or school-related activities. Overview may be found [here](#).

BICYCLES, SKATEBOARDS, etc.

All students must wear approved bicycle helmets as outlined in the [Rhode Island General Laws](#). Students will not ride their bicycles on school property if they do not have the necessary safety helmet. Bicycle racks are provided outside the school (in front of and behind Sowams). Bicycles and scooters must be left in the stands for the entire school day. It is the student's responsibility to see that the bicycle and scooter are locked at all times. If used, skateboards should only be

used for transportation purposes. Skateboards should be stored in the office during the school day. The security of bicycles and scooters is the owner's responsibility. BPS will not assume responsibility for the safekeeping of bicycles and scooters.

School NEWS

We will send Newsletters via email on Wednesday of each week. In addition, we will post a copy of our newsletters on our school's website.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Personal devices are discouraged at K-8. At BHS, teachers determine the use and care of electronic devices during their scheduled period. Students will follow the rules established by the teacher. Students who refuse to follow the rules of the classroom are subject to administrative referral. See District [Technology Responsible Use Policy](#).

CORRIDOR TRAFFIC ROUTINES

When students, faculty, or staff are walking in the hallways, everyone should stay to the right, walk quietly so as not to disturb other classrooms, and stay in line with your classmates.

DRESS CODE PROTOCOL

The District Dress Code protocol applies to all schools in Barrington Public Schools grades PK-12. The responsibility for the dress of a student rests primarily with the student and their parents or guardians. The protocol may be found [here](#).

EMERGENCY & SAFETY DRILLS

Fire and other emergency drills and lockdowns occur at regular intervals as required by law. They are a necessary safety precaution. A fire evacuation plan, evacuation plan, and lockdown plan are posted in each room. Students, with their teachers, will study the plans and become familiar with them. It is essential that when the first signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly and quietly as possible in an orderly fashion.

No one is permitted to talk during drills, and everyone must remain away from the building until the principal or other authorized representative gives the signal to re-enter.

EMERGENCY CONTACT FORMS

At the beginning of the school year, students will complete an emergency contact form to be filled out and signed by families. Please review the information to ensure accuracy. Families should update outdated information. Please call us at 247-3180 during the year, informing us of any changes in your emergency information to avoid issues at dismissal or in the event of an illness or injury. Students may only be released to parents, guardians, or adults designated on the form by the parent/guardian.

ENRICHMENT & CLUBS

At this time, due to Covid-19 protocols, Sowams School is not offering any before and after school programming. This will be reviewed throughout the school year in order to determine if activities may be resumed.

HANDICAPPED ACCESS

The elevator is available for use by disabled students and those students temporarily unable to access the stage. Students needing to use the elevator will be assisted by the teacher. Ramps are leading to all rooms and facilities.

HEALTH, ACCIDENTS, MEDICATION

Although every attempt is made to prevent accidents, they do occur. If a student is injured, they must report the injury immediately, regardless of how minor, to the staff in charge.

In case of injury or illness during the school day, the student should ask the teacher for a pass to the nurse. If the nurse decides that a student should go home, they will make arrangements. Under no circumstances is a student permitted to leave school without permission.

The school nurse teacher maintains health profile records on each student, organizes and supervises vision and hearing tests, assists doctors in giving physical examinations, and screens students for incidence of scoliosis.

The school health policy requires special permission for the use of any medications by students. If a student has medications prescribed by a physician, the parent/guardian must make arrangements with the school nurse for dispensing during school time. **Parents/guardians and the student's physician** are required to sign a [consent form](#). The school nurse will then make arrangements with the student regarding the time they are to come to the office. This medication will be supplied by families in the original properly labeled pharmacy bottle.

Teachers cannot supervise or administer medications (including over-the-counter medications).

OCCASIONALLY STUDENTS ARE TREATED WITH MEDICATIONS AT HOME FOR CONDITIONS SUCH AS ALLERGIES, EPILEPSY, OR OTHER PROBLEMS. THE NURSE NEEDS TO BE NOTIFIED SO THAT THEY CAN ALERT THE TEACHER IN CASE OF ANY REACTIONS DURING THE SCHOOL DAY.

Effective 7/2000, Rhode Island State Rules and Regulations permit students to self-carry and self-administer a day's supply of medication during an **off-site school-sponsored activity (e.g., field trip)**. This medication must be supplied by the parent or guardian in the original properly labeled pharmacy bottle.

HOMEROOM AND ANNOUNCEMENTS

Morning activities in the homeroom include a salute to the flag, attendance check, announcements, distribution and collection of home communications, and the gathering of materials needed for the day. Announcements over the public address system are usually made during homeroom periods

LOST AND FOUND

Students should look for and consult with their teachers to find lost items in the classroom and gym areas. Students may also check the "lost and found" section in the school's foyer to look for misplaced items. Unclaimed items are donated to a charitable organization after a lengthy period.

PARENT-TEACHER ORGANIZATION

Successful cooperation and understanding between the home and school are the goals of the School and the PTO. Its work is vital to the overall success of the school. Families are urged to join the PTO and participate in its many fascinating, informative, exciting, and worthwhile events. For more information about our PTO, please visit their website [here](#).

Sowams School Parent Teacher Organization

Executive Board	
Co-Presidents	Heather Rooney, TBD
Vice President	Beth Lubelczyk

Treasurer	Robiin Morley
Secretary	Kristen Antonelli
Member at Large	Jill Blankenhorn
Event/Program Coordinators	
BAY Team	
Book Fair	Tiffany Hayek
Box Tops	
Courtyard/Garden	
Enrichment Committee	Beth Lubelczyk, Anna Hurley
Family Fun Committee	Heather Rooney, Amanda Bruneau
Fun Friday	
Grant Writing	
Health/Wellness Comm.	
Library Volunteers	
October Festival and Silent Auction	Shannon Sullivan, Shae Goodhue
Outdoor Day	
Play	Jackie Orent, Annie Watkins, Shana Greenwald, Justine Rua
Reading Week	Bridget Basile Ibrahim
Room Parents	Michaela Moriety
School Committee Rep	
SEAC	Janice Antone
Sweetheart Dance	Jackie Orent, Michelle Lucas, Shannon Sullivan
Sowams Speedway	Jill Blankenhorn
Staff Appreciation	Heather Rooney
Third Grade Reception	Shae Goodhue
Yearbook	Jill Blankenhorn
Yearbook Photography	Heather Rooney

STUDENT PICTURES

In the fall, a photographer contracted by the school takes pictures of all students. Families can make arrangements for payment of the photo packages. Families receive information in advance to inform them of the procedures and date of taking the pictures. Pictures are taken of all students for the yearbook. Also, student pictures may be placed in the newspaper, on school websites, and videotaped throughout the year, providing an opportunity for the school to enhance its communication with the community. If you do **not** want your child's picture in the yearbook, submitted to the press, placed on the school's websites, or videotaped, this should be indicated on the form sent home at the beginning of the school year. **(Refer to Barrington Public Schools District Policies)**

PROPERTY AND EQUIPMENT

School property, equipment, and materials used by students in their work, including textbooks, are to be kept in good condition. It is expected that they will not be marked, defaced, or damaged. The same is true of the school building and its furniture. Any defacement or destruction of school property through acts of carelessness or vandalism call for penalties and restitution. In addition, students are expected to share in keeping rooms, cafeterias, corridors, and lavatories clean, safe, and comfortable.

STUDENT PROTECTION

We are concerned about the safety of all students. Parents/guardians with unique concerns or requests about custody issues should provide the office with a copy of custody documents or restraining orders.

In an emergency, please keep in mind we will only dismiss your child to a parent or legal guardian unless you have identified other designated adults on the emergency contact form. Emergency contacts **cannot** pick up students daily without written permission from a parent or legal guardian, only those designated as having permission on the emergency contact form are entitled to do so.

SCHOOL INSURANCE

As a service to the student, the school makes available low-cost accident insurance. The school, however, accepts no responsibility as to the coverage of the insurance and is in no way connected with the Company.

SCHOOL LUNCH PROGRAM

Chartwells School Dining Services provides our lunch program.

Students are offered a wide variety of choices for lunch each day. Please refer to our monthly lunch menu information. Students may purchase breakfast every morning. Students who bring bag lunches may purchase milk. You may find options and pricing about our lunch program by clicking [here](#), including an application for free/reduced lunch.

According to the state guidelines, eligible families must apply for free and reduced lunches each year. The process is confidential. Please contact your school principal with questions.

In the lunchroom, pre-arranged seating may take place at the beginning of the school year so that the supervisors can get familiar with all of the children.

Chartwells accepts online payments for the school lunch program. These can be made through a program called [“MySchoolBucks.”](#) It is easy to set up an account, and setting up the account is free. A parent/guardian will need their student’s “Local ID” number to set up the account. You can find this number on the student’s Aspen account. To make an online payment, however, there is a nominal fee.

By setting up a MySchoolBucks account, Families can also monitor their child’s purchases in the cafeteria. Payments for school lunch may also be made in cash by the student when they purchase, or Families may make payments by check or cash through their student or by sending a check into the school.

Please be advised that students will not be allowed to charge once their lunch account reaches a negative balance of \$10.00. Children will not be refused lunch and will be offered a nutritional meal.

As students pass through the corridors after lunch, they are urged to be especially quiet to not disturb the many classes in session.

Please contact the school nurse with any issues or concerns related to allergies and the school lunch program.

VALUABLES

Students should not bring large amounts of money to school. It is not wise to bring valuable items to school because they may be lost. Valuables that are brought should be easily identified or have the student’s name attached.

VISITORS

All visitors must come to the primary office upon arrival, sign our guestbook, and state their purpose for visiting. Although we understand that our families sometimes host visitors and family members from other states or countries, students are not allowed to have family members or visiting relatives or friends visit or shadow school classes.

ACADEMIC POLICIES AND PROCEDURES

HOMEWORK POLICY

Purpose: Barrington Public Schools (BPS) seeks to empower students to become independent learners through developmentally appropriate opportunities that extend their learning beyond the classroom.

Policy Development: The policy was developed by the BPS Homework Committee after review of research from over fifty independent research studies, John Hattie's meta-analysis of 800 educational studies, data from the Stanford Student Challenge Success survey, family, student, and teacher homework surveys, and student and teacher forums.

For this policy's purposes, homework includes any work that a student is required to complete outside of the school day. In building on this research, homework types should generally fall into one of the following categories:

Preparation: provides background information, which allows students to gather/organize information before a lesson/instruction.

Checking for Understanding: provides students and teachers the opportunity to assess students' grasp of newly acquired learning.

Practice: reinforces newly acquired knowledge and skills.

Extension of Learning: provides the pursuit of further knowledge or higher-level cognitive applications or a comprehensive assignment in which students have been offered current instruction and should be completed at home.

To meet the needs of all learners, teachers may differentiate homework to connect content and skills most relevant to the learner. Differentiation of assignments will occur when teachers, using formative assessment strategies, have determined that assigning the same homework assignment to all learners will prevent access to relevant content, require some students to engage in work on which they have already demonstrated mastery, or prevent some students from extending their learning.

Lower Elementary Homework Policy (Grades K-3)

The Homework Committee created the following policies and guidelines for Lower Elementary School Students keeping these research findings in mind:

1. Research suggests that homework at this age does not have a positive effect on student learning, and may, in fact, contribute to the start of negative feelings towards school.
2. Home assignments have the most positive impact on reading, math fluency, life skills and real-life application activities such as measuring in the kitchen, cooking, and exploring nature.
3. Research demonstrates that when parents read books above reading level to their child, there is a positive effect on increasing student vocabulary, comprehension, and background knowledge.
4. Research also shows that game-based learning is an effective home-based strategy.

To meet these objectives, the following criteria will be observed:

- Teachers will encourage students to engage in reading 10-20 minutes per night (either being read to or reading independently). Reading logs will not be required.
- Teachers will provide and encourage students to engage in reading and math fluency practice and games on a weekly basis.
- Teachers will encourage parents to include their children in life skills activities and the application of learning such as measuring in the kitchen, cooking, and exploring nature.
- Homework practices and policies will be outlined in the student handbook.

MAKE-UP WORK

Schoolwork missed due to illness, family vacation, or extended vacations will be handled in the following manner: Parents/guardians should notify the office and classroom teacher of the dates that your child will be absent from school due to a family vacation or extended vacation. It is important to note that family vacations are not excused absences.

- During the absence from school, teachers will save any missed work that the child can complete upon his/her return to school. If your child is absent due to illness, you may request work for your child after three days.
- Upon returning from a family vacation or extended vacation, the teacher will provide each child with a folder of make-up work to be completed. Schoolwork will not be provided prior to the family vacation or extended vacation.
- While the activities in class cannot be replicated, maintaining a travel journal and daily reading are encouraged.

REPORTING STUDENT PROGRESS

Communicating to parents about their child's educational progress is a priority for all staff at Sowams School. In order to make certain that clear, consistent information is discussed with families, we have established opportunities for teachers and parents to discuss their child's learning as well as opportunities during the school year for parents to receive progress reports. Although standards are based on what your child should know and be able to do by the end of the year, the scores on the progress report represent how your child is performing at the end of the trimester, as a result of the classroom instruction and curriculum.

In kindergarten through grade five, parents attend parent conferences at the end of the first and second trimesters and receive a progress report at the end of the second and third trimesters. Parents access progress reports through our student information system, Aspen. Progress reports are not sent home with students. When progress reports are posted in Aspen, an email is sent to parents. To access the progress reports you will need your username and password. [Aspen](#) assistance requests can be sent to X2help@barringtonschools.org.

Parents may schedule conferences with their child's teacher at any time by contacting the teacher directly to determine a time mutually agreed upon by the teacher and parent. The following hints are helpful in preparing for a conference:

1. Prepare a list to help the teacher understand your child better.
2. Make a list of questions for the teacher. You may wish to know about programs, schedules, grading, homework, etc.
3. Be sure to find out from the teacher what you can do at home to help your child.
4. Help create a climate of partnership with the teacher and school.

CHROMEBOOKS

Barrington Public Schools will implement 1:1 Chromebooks for students in grades 4-12. The Barrington Public Schools (BPS) has initiated a program to loan each student who is actively enrolled at Barrington High School and Barrington Middle School a Google Chromebook computer as well as related peripherals. Visit the [District Technology 1:1 Chromebook Initiative Homepage](#) for more information regarding policies, loan agreements, and insurance. For students in grades 6-12 please visit the link for a copy of the [district's loan agreement](#).

SCHOOL COUNSELING

School counseling services are available to every student. These services include assistance with advice on personal, school, social, career information, educational planning, study help, interpretation of test scores, or any other question, which a student or parent or guardian would like to discuss.

Sowams School shares a social worker and a school psychologist with the other K-3 schools. They are at Sowams about two and a half days per week. Some of this time is dedicated to IEP, 504, and parent meetings. The other time is dedicated to working with small groups of students. To receive support from a social worker or psychologist, students should be referred based on a school related need such as executive functioning support, support with self-regulation, social skills groups, etc. Parents wishing additional support for their child/dren for out of school issues or needs, should contact a local outside provider. Our school social worker and psychologist can help with these suggestions.

BEHAVIORAL EXPECTATIONS

Expected Behaviors and Natural Consequences

The learning community is committed to teaching, demonstrating, and reinforcing our universal expected behaviors. To create a safe, supportive, and caring learning environment; the following definitions and procedures will be followed:

Universal Definitions: Sowams students will Be Safe, Be Respectful, Be Responsible

Universal Expectations:

	Be Safe	Be Respectful	Be Responsible
Bus	Remain seated at all times Follow the directions of the driver and monitor	Speak to friends in a quiet voice Be kind to others on the bus	Be ready for when it's time for you to exit the bus Take all of your belongings with you
Classrooms	Follow expectations created in the classroom by the students and teachers	Follow expectations created in the classroom by the students and teachers	Follow expectations created in the classroom by the students and teachers
Dining Room	Only eat food that belongs to you	Use appropriate table manners when eating	Clean up after yourself

	Raise your hand to ask a question	Follow the directions of the adults	Throw away your trash into the appropriate receptacles
Hallways and Stairs	Walk in all hallways Stay to the right side of the hallway	Listen to your teacher Stay an appropriate distance from the person in front of you	Voices should be quiet Keeps hands and feet to self
Restrooms	Go Flush Wash Leave	Allow privacy to other students in the bathroom	Return directly to your classroom

<u>NATURAL CONSEQUENCES FOR STUDENTS NOT MEETING OUR EXPECTED BEHAVIORS</u> <u>DETERMINED BY SCHOOL ADMINISTRATION</u>	
"INFORMAL TALK"	A staff member will talk to a student to reach an agreement regarding future behavior.
"PARENT CALL"	A staff member may reach out to the parent/guardian at any point to discuss concerns or issues that may arise.
"CONFERENCE"	A formal conference with a school official during which the student agrees to correct his behavior.
"TEACHER DETENTION"	The teacher requires that the student report after school to personally satisfy an obligation. Failure to appear will result in a telephone communication to families by the teacher and may result in additional consequences.
"OFFICE DETENTION"	The student has committed an offense that goes beyond the supervisory limits of the classroom teacher. The duration is at the discretion of the administrators. Failure to appear will result in a family communication and further consequences.
"LOSS OF PRIVILEGE"	The student may be denied participation in extracurricular activities such as dances, and other extended day activities; may be removed from the dining room for an extended period of time for a variety of infractions; may be denied the opportunity to participate in assembly and lecture programs; or may be denied the use of the school bus as noted in the Barrington Public Schools Transportation Handbook .
"IN-SCHOOL SUSPENSION"	The student is closed from one or more classes but remains at school and is expected to complete the day's assignments. If imposed for more than one consecutive day the parent or guardian is notified.
"SUSPENSION" & "EXPULSION"	See District Policy

NB: The duration of each detention, in-school suspension, or suspension period is at the discretion of the principal or his designee. School officials may need to notify the appropriate police authorities if a problem area also violates state law. These consequences are consistent with requirements of Rhode Island General Laws 16-2-16 and 16-2-17, the policies and regulations of the Barrington School Committee, and with the decision of the U.S. Supreme Court, which provides for procedural due process.

Barrington Public Schools
Code Of Conduct

BPS is committed to preparing its students to be caring, competent, critical thinkers who are engaged, contributing members of society. The key to achieving this outcome is the creation of a learning environment in which all students feel safe, supported, and respected. BPS, therefore, supports disciplinary policies and practices that engender a positive approach to student behavior through the use of preventative and restorative practices. These practices should also eliminate disparity/inequality in the use of punitive consequences and serve the “whole child” through attention to their social and emotional health.

BPS further recognizes the opportunity gap affecting significant portions of the student population in public schools throughout the United States, namely amongst African American, Latino, and English Language Learner students and students with disabilities. BPS seeks to identify and reduce any disparities in the implementation of discipline that negatively affects its own students in these communities and to ensure that its administration enforces disciplinary rules fairly, consistently, and without discrimination.

To achieve these goals, BPS emphasizes the use of school and classroom management strategies that keep students in school and in the classroom. Missing school for any reason has a direct impact on academic achievement, both short-term and long-term. Removal of students from the classroom environment for misbehavior should be avoided.

BPS does not support a zero-tolerance approach to discipline. Moreover, an administrator may only impose in-school and out-of-school suspensions when other means of correction fail to work. BPS expects that all administrators will document and evaluate all attempts to assess their efficacy prior to imposing or referring a student for a disciplinary sanction that results in the student's removal from an assigned classroom or the school site.

Other means of correction include, but are not limited to, conferences with students and their Families/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior or anger management; participation in a restorative justice program or restorative circles; and positive behavior support approaches.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, eliminating unconscious bias, and establishing cooperative relationships with Families/guardians.

BPS has adopted the Response to Intervention (RTI) framework wherein each school is responsible for implementing a tiered system of academic and behavioral supports. These RTI strategies, programs, and interventions facilitate a consistent approach for positive, prosocial behavior management and enable all

students to access the core curriculum, thereby minimizing the students' loss of instructional time due to disciplinary sanctions.



Tier 1: Community Building (Prevention/Relate)

Tier 1 is characterized by the use of social-emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following a behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of non-punitive responses to harm/conflict such as harm circles, mediation, or family-group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3: Supported Re-Entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension, truancy, or absenteeism due to incarceration. The goal is to welcome the child to the school community to provide wraparound support and promote student accountability and achievement.

DISTRICT POLICIES

Students are expected to follow all school and BPS rules and policies, as well as state and federal laws and mandates, including but not limited to laws prohibiting any criminal activity (stealing, trespassing, or vandalism), underage smoking or vaping, underage possession of smoking or vaping paraphernalia, underage use or possession of alcohol, use or possession of legal or illegal drugs, and possession of drug paraphernalia and weapons.

In implementing this Code of Conduct (“Code”), the BPS shall follow the definitions of misconduct set forth by and used to report to the Rhode Island Department of Education (“RIDE”).

The Committee policy on Student Conduct and Discipline can be found [here](#).

The following conduct is prohibited with the BPS school grounds, school buses, virtual learning, and attending or participating in school-sponsored activities or events (including without limitation athletics or extracurricular activities). The misconduct noted with an asterisk (*) is further discussed below. Some misconduct is also covered in Committee policies, the links for which also appear below.

Absenteeism Policy - [Click Here for Full Policy](#)

Academic Honesty Policy - [Click Here for Full Policy](#)

Alcohol Sensor Policy [Click Here for Full Policy](#)

Appeals Policy -[Click Here for Full Policy](#)

Bullying Policy and Reporting Form [Click Here for Full Policy](#)

Free and Reduced Lunch Policy-[Click Here for Full Policy](#)

Non-Discrimination and Antil-Harrassment (Student) Policy - [Click Here for Full Policy](#)

Prohibiting Sexual Abuse and Harassment - [Click Here for Full Policy](#)

School Response to Dating Violence - [Click Here for Full Policy](#)

Smoking, Vaping or Use of Nicotine Products - [Click Here for Full Policy](#)

Substance Use Policy - [Click Here For Full Policy](#)

Threat Assessment Policy - [Click Here for Full Policy](#)

Technology Acceptable Use - [Click Here for Full Policy](#)

Weapons and Assault Policy - [Click Here for Full Policy](#)

We have included several important policies below. However, the full range of policies can be found on the District Website's Policy Manual for your review. [Click Here for The Full Range of Barrington Public School's Policies and Procedures](#)

CONDUCT ENDANGERING PERSONS

Students who cause or attempt to cause physical injury to a student or staff member or are involved in fighting may be suspended for up to five days for the first offense and up to ten days for the second offense. Severe violations may be grounds for consideration for expulsion. **Using violence, force, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging others to engage in such behavior will be referred to the administration for disciplinary action.**

ADDITIONAL DISTRICT POLICIES

We have included several important policies below. However, the full range of policies can be found on the District Website's Policy Manual for your review. [Click Here for The Full Range of Barrington Public School's Policies and Procedures](#)

BARRINGTON HEALTH AND WELLNESS [CLICK HERE FOR FULL POLICY](#)

BUS TRANSPORTATION [CLICK HERE FOR FULL POLICY](#)

COMMUNICABLE DISEASE POLICY [CLICK HERE FOR FULL POLICY](#)

DIVERSITY, EQUITY, AND INCLUSIVITY [CLICK HERE FOR FULL POLICY](#)

MEDICAL MARIJUANA [CLICK HERE FOR FULL POLICY](#)

UNPAID MEAL CHARGE [CLICK HERE FOR FULL POLICY](#)

SECURE GUN STORAGE NOTIFICATION POLICY [CLICK HERE FOR FULL POLICY](#)

We are deeply motivated as leaders in public education to remind everyone to practice firearm safety. Gun owners bear a responsibility for keeping firearms out of the hands of children. Incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

STUDENT DATA AND PRIVACY [CLICK HERE FOR FULL POLICY](#)

TRANSGENDER, GENDER NON-CONFORMING, AND TRANSITIONING STUDENTS PROTOCOL [CLICK HERE FOR FULL PROTOCOL](#)

VIDEOTAPING AND PICTURES [CLICK HERE FOR FULL POLICY](#)

VIDEOTAPING ON SCHOOL BUSES [CLICK HERE FOR FULL POLICY](#)

Forms

REPORT FORM FOR BARRINGTON PUBLIC SCHOOLS

(Investigation of Bullying Cyber-Bullying/Harassment)

- ❖ In all instances of student bullying, the school must also consider if additional harassment has occurred as part of the investigation process.
- ❖ Once a school knows or reasonably should know of possible student-on-student harassment, it must take immediate and appropriate action to investigate or otherwise determine what occurred.
- ❖ If harassment has occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and prevent its recurrence. These duties are a school's responsibility even if the misconduct is also covered by an anti-bullying policy. Regardless of whether the student makes a complaint, asks the school to take action, or identifies the harassment as a form of discrimination.

Name: _____ Student ID: _____ Grade: _____

Date: _____ Time: _____ School: _____

List all students involved: _____

List the name of the transgressor and victim. If name is not known, provide any other identifiable information:

Relationship between you and the transgressor and victim: _____

Describe the incident: _____

When and where did it happen? _____

Were there any witnesses? ☐ yes ☐ no If yes, who? _____

Other information, including previous incidents or threats: _____

It is my understanding that all statements made in the complaint are factual. Any intentional false information of fact will subject me to appropriate discipline or other action.

School official receiving complaint: _____ Date: _____

Other: _____ Date: _____

School official conducting follow-up: _____ Date: _____

This document shall remain confidential.

Bullying/Harassment Investigation
To be completed by school official indicated on page 1

1. Describe follow-up activities and findings that occurred with the student(s) who may have been the victim(s) of bullying/harassment.

(Indicate here if your report continues onto another page. c)

2. Describe follow-up activities and findings that occurred with the accused student(s).

(Indicate here if your report continues onto another page. c)

3. Describe the family communication regarding the student(s) who may have been victims.

(Indicate here if your report continues onto another page. c)

4. Describe the family communication regarding the student(s) who have been accused of bullying/harassment.

(Indicate here if your report continues onto another page. c)

5. Based upon your investigation, was a safety plan developed? c (If yes, please attach).

6. Based upon your investigation, did you determine this was a case of harassment based on:

c Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin.

c Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex.

c Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability.

7. Based upon your investigation, did you determine this was a case of bullying? Yes ____ No ____

Please describe the resolution to this investigation and any continuing interventions if applicable.

Signature _____ Date _____

Submitted to c Principal c Assistant Superintendent c Superintendent