

SECTION 02

Architectural Feasibility Study





Architectural Feasibility Study

Design and Educational Program - The Design and Educational Program shall begin with a thorough, in-depth explanation of curriculum goals and instructional activities that occur within the learning environment of the facility affected by the proposed project. The Design and Educational Program shall comply with all applicable laws and applicable CESE and SBA regulations, including but not limited to, those governing curriculum, basic education program, and length of school day and year.

OVERVIEW – MISSION STATEMENT – COLLECTIVE COMMITMENTS

South Kingstown Mission Statement:

In partnership with families and the entire educational community, is to educate and engage ALL of our students in the knowledge and skills necessary to ensure readiness and success in college and career.

South Kingstown Collective Commitments:

A COMMITMENT TO

- Student Learning
 - Culture of GROWTH and achievement
 - Personalized, deeper learning to meet the needs of ALL
 - Developing the WHOLE child
- Collaborative Culture
 - Grounded in shared decision-making and a professional learning community
 - Engaging in active, open communication within an environment where it is safe to express differences, share successes and learn from mistakes
 - Develop partnerships with increased opportunities while fostering community pride
- Continuous Improvement
 - Measure student growth and learning with practices and quality assessments to inform our daily decisions
 - Use of thoughtful, systematic processes to evaluate and improve all programs, strategies, and practices
 - Ensure that ALL members of our community embrace the focus of GROWTH and learning



SOUTH KINGSTOWN EDUCATIONAL PROGRAM

Landscape:

As of 2019, RI Law 16-22-32 *High Quality Curriculum and Materials* states that LEAs must adopt “high-quality curriculum and resources” for math and ELA by June 2023 and by June 2025 for science. This law also states that the curriculum and materials must be responsive to the LEAs cultural and linguistic needs and support culturally responsive practices.

Given this legislation, the South Kingstown School District is strategically developing PK-12 Guaranteed and Viable Curricula for all content areas, inclusive of resources, aligned to RI State Standards. These include:

- RI Early Learning and Development Standards
- RI Core Standards ELA/Literacy
- RI Core Standards Mathematics
- RIDE Civics and Social Studies
- Next Generation Science Standards
- RI Comprehensive Health Outcomes

Curriculum Design Cycle:

Phase One – Research and Study

- Current research and best practice are reviewed to update knowledge in the field including new understandings regarding teaching and learning when appropriate. Local Assessment data will be analyzed to determine how well students are performing.

Phase Two – Drafting and Curriculum Framework

- A curriculum framework template is drafted and populated as components of the framework and collaboratively developed.

Phase Three – School Committee Adoption and Implementation

- Once the curriculum is adopted, teachers are provided with the necessary resources and training to implement it at the classroom level. During this phase, teachers will implement appropriate differentiation techniques, curricular integration, and standards-based common assessments.



Phase Four – Monitoring

- Implementation of the curriculum will be supervised by building administrators. The administrators may seek support from the appropriate leadership in understanding the particular curriculum and instructional practices associated with it.

Phase Five – Evaluation

- The curriculum will be reviewed to assess the extent to which all students have met the standards of achievement it sets, and to begin planning for Phase One of the next cycle. This evaluation can be based on a variety of data, including, but not limited to, standardized assessment data, common assessments, parent and staff surveys, and performance assessments. It will also be evaluated for its compatibility with the Professional Learning Community (PLC) process.

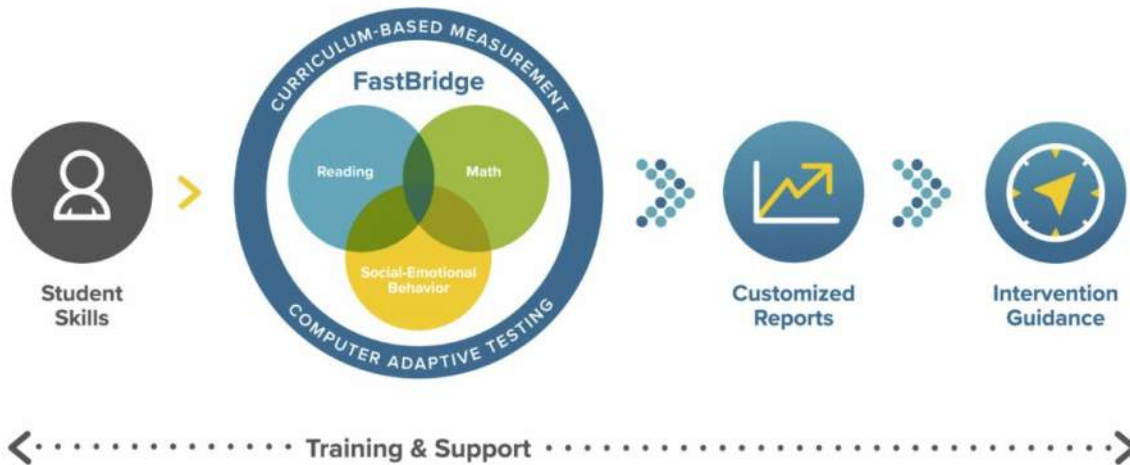
SKSD Comprehensive Balanced Assessment:

Universal Screeners Overview:

As part of a comprehensive balanced assessment system, South Kingstown School District utilizes FastBridge as a **universal screener** for kindergarten through twelfth-grade students. Students are screened in **reading, math, and SEB (social-emotional behavior)** to **identify** those who are **responding well to core instruction** and **those who may require supplemental (some risk) or intensive (high risk) intervention** and instructional support. Data from these screeners provide educators with recommendations for grouping students, adjusting class-wide instruction, and delivering small-group interventions.

FastBridge screeners are administered three times a year for all students in grade K-12—fall, winter, and spring—because student performance can change drastically across the school year. For example, a student may need support in the fall but no longer require the added resources in the winter. Likewise, a student may score well in the fall but needs support later in the year.

FastBridge's universal screening tools align to Rhode Island's ELA and math learning standards, as well as Common Core State Standards Initiative.



A comprehensive and balanced assessment system equips educators in every role across a district with the high-quality assessment tools, practices, and resources needed to support all learners. By leveraging such as system, educators will be able to recover and accelerate learning for all students.

By using the right assessment tools and practices at the right time for the right reasons, educators are equipped to:

- Monitor learning
- Identify needs and specificity, and;
- Align just-in-time supports

Assessment Overview:

Reading:

- **earlyReading English (K-1)** is designed to assess both unified and component skills associated with kindergarten and first-grade reading achievement. It is intended to enable screening and progress monitoring across four domains (Concepts of Print, Phonemic Awareness, Phonics, and Decoding). It provides domain-specific assessments of these component skills, as well as a general estimate of overall reading achievement.
- **aReading (1-12)** is a simple and efficient procedure for screening K-12 students' broad reading abilities. The assessment is based on research and each question is aligned with the National Common Core State Standards (2010). aReading is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.



- **AUTOreading** (K-12) is an assessment of a student's automaticity with select reading skills, including recognizing letter names and sounds, decoding words, identifying the correct spelling of words, word synonyms, and detecting differences in word meanings. AUTOreading is a computer-based test and can be used with students in grades K-12.
- **CBMreading English** (1-8) is an evidence-based assessment used to screen and monitor student progress in reading competency for grades 1-8. It uses easy, time-efficient assessment procedures to determine a student's general reading ability across short intervals of time (i.e., weekly, monthly, or quarterly). Students read aloud for one minute from grade – or instructional -- level passages. The words read correctly per minute (WRCM) functions as a robust indicator of reading health and as a sensitive indicator of intervention effects.

Math:

- **earlyMath** (K-1) is designed to screen and monitor early numeracy skills for students in kindergarten and first grade. Early numeracy skills are measured within three domains (number, relations, and operations) and include: naming numerals, using the mental number line, counting with one-to-one correspondence, understanding the relation between numerals and quantities, composing and decomposing numbers, basic verbal fact fluency, an understanding of place value, and knowledge of symbols in story problems.
- **aMath** (K-12) is a simple, efficient, computer-adaptive measure of both broad and component math skills from kindergarten through eighth grade. It is designed to identify students with deficits in math achievement and predict performance on state accountability measures. Used for universal screening and instructional leveling, it provides skill-based diagnostic reports of strengths and weaknesses.
- **CBMmath Automaticity** (CBMmath Automaticity is a timed computer-based assessment of math fact mastery. It measures a student's automaticity with basic math facts (addition, subtraction, multiplication, and division) with both single-skills and mixed skills (i.e., General Outcome Measure or GOM) matched to the math skills typically taught in grades 1 through 3.
- CBMmath Automaticity is designed to be used for universal screening three times a year and for progress monitoring students of all grades who are participating in math fact interventions. CBMmath Automaticity is part of FASTtrack Math where it is used by students in grades 2-12 as a measure of computation fact fluency.

SEB (Social-Emotional Behavior)

- **SAEBRS Teacher**(K-12). SAEBRS was designed to be a brief and contextually relevant screener of student risk for emotional and behavioral problems. It is



comprised of items relating to Social Behavior, Academic Behavior, and Emotional Behavior, which combined reflect General Behavior. Students are rated individually on the frequency of adaptive and maladaptive behaviors observed over the span of a month by a teacher who has a history of interactions with them. SAEBRS-Teacher can be used with students in kindergarten through grade twelve.

- **mySAEBRS Student (2-12).** mySAEBRS is the student complement to SAEBRS. Students are given the opportunity to rate themselves, using the same assessment questions that the teachers used in the SAEBRS assessment. Teacher ratings are based on their observations of student behavior, student ratings indicate how the student perceives their own performance. Student and Teacher responses are mapped in the same report, providing additional detail for evaluating student behavior and identifying strategies for intervention. mySAEBRS is recommended for students in grade 3 or older.

Detailed Curriculum Content:

Detailed curriculum content for English/Language Arts may be found at:

<https://sites.google.com/sksd-ri.net/southkingstownschooldepartment/english-language-arts>

Detailed curriculum content for Mathematics may be found at:

<https://sites.google.com/sksd-ri.net/southkingstownschooldepartment/mathematics>

The instructional programs, grade configuration, type of facility, and the spatial relationships for the functions housed at the facility; the number of students and a list of any specialized classrooms or major support areas, non-instructional support areas, or external activity spaces; gross and net square footage of any affected existing facility; the overall security and security measures taken to safeguard the facility and its occupants; the school administrative organization; and the hours of operation that include the instructional day, extracurricular activities, and any public access.

OVERVIEW

South Kingstown Public Schools:

South Kingstown currently encompasses four elementary schools, two middle schools, and one high school as outlined below:

South Kingstown High School
215 Columbia Street
Wakefield, RI 02879
(401) 360-1003

Broad Rock Middle School
351 Broad Rock Road
Wakefield, RI 02879
(401) 360-1800



Curtis Corner Middle School
301 Curtis Corner Road
Wakefield, RI 02879
(401) 360-1333

Matunuck Elementary School
380 Matunuck Beach Road
Wakefield, RI 02879
(401) 360-1234

Peace Dale Elementary School
109 Kersey Road
Peace Dale, RI 02879
(401) 360-1600
(401) 360-1600

**South Kingstown Preschool
(Wakefield Elementary School)**
101 High Street
South Kingstown, RI 02879
(401) 233-1135

West Kingston Elementary School
3119 Ministerial Road
West Kingston, RI 02892
(401) 360-1130

Current Grades Served and Current RIDE October Enrollment 2022-23:

SCHOOL	GRADES SERVED	2022-2023 ENROLLMENT
South Kingstown High School	9 – 12	789
Broad Rock Middle School	5 – 6	362
Curtis Corner Middle School	7 – 8	412
Matunuck Elementary School	K – 4	205
Peace Dale Elementary School	K – 4	354
Wakefield Elementary School	PK	61
West Kingston Elementary School	K – 4	306

Leadership:

The leadership of the South Kingstown Public Schools is as follows:

South Kingstown School Committee:

Melissa Boyd
Michelle Brousseau
Kate McMahon Macinanti
James Restivo
Carol Vetter
Paula Whitford



Central Office Leadership Team:

Superintendent of Schools
Chief Financial Officer
Director of Pupil Personnel Services
Asst. Director of Pupil Personnel Services
Director of Athletics
Director of Facilities
Director of Technology

Open
Raquel Pellerin
Gary Coppolino
Tracy Andrews-Mellouise
Terrence Lynch
Brian Mahoney
Douglas Snow

South Kingstown High School

Principal – Chip McGair
Assistant Principal – Jon Rapport
Assistant Principal – Angela Christina

Broad Rock Middle School:

Principal – Tammy McNeiece
Assistant Principal – Ryan Borden

Curtis Corner Middle School:

Principal – TBA
Assistant Principal – TBA

Matunuck Elementary School:

Principal – Elizabeth McGuire

Peace Dale Elementary School:

Principal – Kimberly Komocar

Wakefield Elementary School:

Early Childhood Coordinator – Brooke Degidio

West Kingston Elementary School:

Principal – Jennifer Enck



Other General Information:

School Year – The student school year is 180 days. The 2022 – 2023 South Kingstown School Department Calendar is included as an Exhibit in this document section.

School Day – The school day complies with all applicable laws and regulation and varies by school as follows:

South Kingstown High School	7:30 AM – 2:02 PM
Broad Rock Middle School	7:40 AM – 2:10 PM
Curtis Corner Middle School	7:26 AM – 1:56 PM
Matunuck Elementary School	8:53 AM – 3:13 PM
Peace Dale Elementary School	8:53 AM – 3:13 PM
West Kingston Elementary School	8:53 AM – 3:13 PM
Wakefield Elementary School	8:53 AM – 3:13 PM (Full Day Session) 8:53 AM – 11:33 AM (AM Session) 12:33 PM – 3:13 PM (PM Session)

School Safety Plan:

The safety of our schools is everyone’s responsibility. Often, students are aware of situations within their school but are apprehensive about sharing with a trusted adult. This system provides them with a way to take action safely.

The designated email account for South Kingstown Schools is

speakup@student.sksd-ri.net,

and the contact number used for telephone calls or text messaging is

(401) 594-0481.

This information will be accessible to students through their school google account.

The South Kingstown School Department, under the RI State Law Title 16 Education, Chapter 16-21 Health and Safety of Pupils Section 16-21-24, requires a confidential resource for students and parents to report at-risk or unsafe behaviors through email, text, or by telephone. There is nothing more important than student and staff safety.

Strategic Plan:

The South Kingstown Strategic Plan as outlined below, is included in full in the Exhibits at the end of this Section.



STRATEGY #1 Develop and support rigorous and comprehensive standards-based curricula

We will establish a school-community environment with all stakeholders committed to a comprehensive standards-based curriculum demanding high performance linked to our core beliefs

Action Plan #1: To Implement a South Kingstown School Department Curriculum Pre-K-12 that is horizontally and vertically linked and aligned to the State of Rhode Island Frameworks and established Standards

Action Plan #2: Implement standards-based instructional model

Action Plan #3: Every child in SK reading proficiently by end of 3rd grade

Action Plan #4: Students not reading proficiently after grade three will receive intensive instruction in reading

Action Plan #5: Investigate and develop alternative educational programs for all kids, which accommodate different learning styles and are available during the school day or as an extended school day/school year.

Action Plan #6: Identify a set of outcome measures to evaluate Action Plans 1-5.

STRATEGY #2 To actively involve all staff in professional development with the goal of improving student achievement

We will establish a school-community environment dedicated to life-long learning linked to standards-based curriculum, and an understanding of how learning is acquired and measured.

Action Plan #1: To develop district policies and procedures for professional development.

Action Plan #2: To increase the active involvement of all staff in high quality professional development.

Action Plan #3: Provide professional development to support the action plans of the South Kingstown District Strategic Plan, with training specific to all new and continuing educational initiatives

Action Plan #4: Increase the percentage of annual district budget for professional development based on current local, state and national references in conjunction with South Kingstown District Strategic Plan.



STRATEGY #3 Initiate and sustain partnerships with families, businesses, municipal groups, local agencies and community members to enrich school improvement efforts.

We will establish a school-community environment with all stakeholders committed to student achievement

Action Plan #1: Ensure productive cooperation among various community organizations that supervise student activities.

Action Plan #2: Increase involvement of families in South Kingstown.

Action Plan #3: Develop and sustain productive partnerships with South Kingstown businesses.

STRATEGY #4 Ensure appropriate intervention and support services for all students from Preschool through high school graduation to maximize achievement in all educational programs.

We will establish a school-community environment dedicated to ensuring that no student is left behind; that support services exist to permit every student the opportunity to achieve our stated performance outcomes

Action Plan #1: Sustain Student Intervention Programs.

Action Plan #2: To develop a comprehensive system of early intervention/prevention.

Action Plan #3: Sustain various ancillary/alternative services and programs.



STRATEGY #5 To create a process to analyze and utilize data to measure the success of each program supporting student achievement.

We will establish a school-community environment that values data as vital component of the decision-making process, a district capable of processing and utilizing and sharing data

Action Plan #1: Build internal school networks and an inter-school network that will allow access to the Internet and a capacity for information collecting, sharing, and analysis.

Action Plan #2: Purchase district student information software to facilitate student data collection.

Action Plan #3: To identify data necessary to support strategic plan and to format that data to facilitate collection and analysis.

Action Plan #4: Train teachers and staff to enter data and access data in the format that they require.

FACILITIES IMPACTED

As discussed previously, South Kingstown High School will be most impacted by the proposed scope of capital improvements outlined in this first phase Stage II submission. There is general recognition from the School Building Committee, the School Committee, the South Kingstown Town Council that additional work needs to be done at the schools within the next 5-10 years. It is expected that future capital improvement programs in the next 5-10 years will address remaining issues, both in terms of deferred maintenance and educational adequacy, at Broad Rock Middle School, and at Matunuck, Peace Dale, and West Kingston Elementary Schools.

A summary of building information, including grades served, year built, gross square footage, 2022-23 enrollment, and both Model and LEA rated capacities, follows.

SOUTH KINGSTOWN SCHOOL BUILDING INFORMATION					
SCHOOL	YEAR BUILT	SIZE SF	2022-23 ENROLLMENT	MODEL CAPACITY	LEA CAPACITY
South Kingstown High School (9-12)	1954	234,900	789	1,270	1,703
Broad Rock Middle School (5-6)	2001	77,781	362	409	672
Curtis Corner Middle School (7-8)	1964	99,697	412	570	729
Matunuck Elementary School (K-4)	1975	44,332	205	246	400
Peace Dale Elementary School (K-4)	1924	85,500	354	574	560
Wakefield Elementary School (PK)	1964	34,004	61	189	326
West Kingston Elementary School (K-4)	1975	43,552	306	242	376



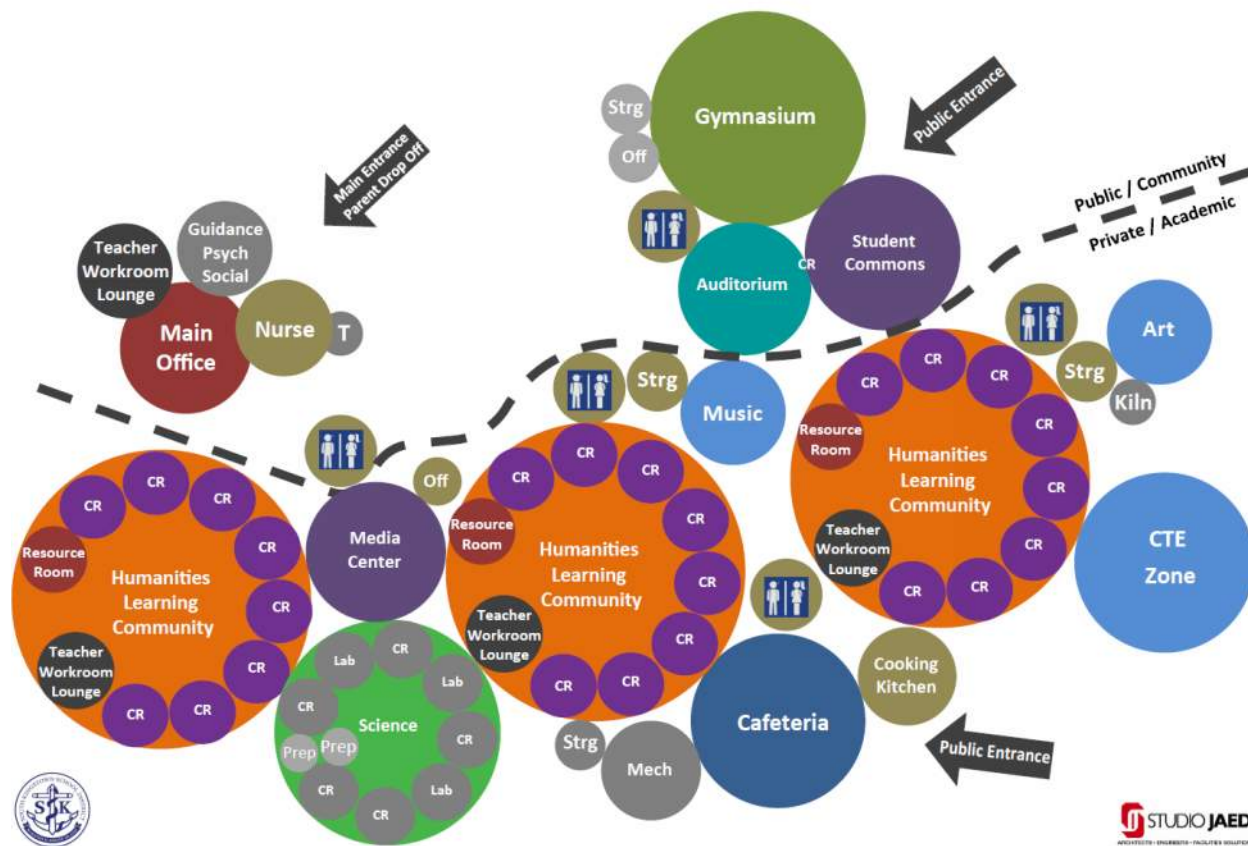
SPATIAL RELATIONSHIPS

As indicated, the scope of work planned for this phase of capital improvements for South Kingstown is the replacement of South Kingstown High School with a state-of-the-art 21st Century high school facility on the same site.

The generic overview “bubble diagram” presented here is designed to show the relative relationships of spaces within a typical high school. We understand that there may need to be deviations from the adjacencies outlined below due to a number of reasons, including building orientation, site size, vehicle and pedestrian access, public use of facilities, among others. The schematic drawings included in this Stage II application utilized this “bubble diagram” as a starting point model along with the Architectural Program presented later in this document, and *Educational Specifications – SKHS Renovation Program Redesign* and *Educational Specifications – Generic by Space and Type*.

This diagram is intended to illustrate typical programmatic adjacencies.

High School Adjacencies 5 Learning Communities / 9th thru 12th Grade





Educational Specifications - An itemization of spaces needed to support the educational program, complete to the degree that a designer may use it as the basic document from which to create the design of a school facility. Include an itemization of each functional space and determination of square footage allocations, a calculation of total building square footage. The education specifications section should also address external space. The district should indicate whether there is enough space for parking, bus turn around, recess areas, athletic fields, and any other external item necessary to adequately administer the school.

Functional Space Analysis:

To comply with the design and educational program requirements, detailed Educational Specifications for South Kingstown High School spaces are presented at the end of this Section in the Exhibits. These Educational Specifications, along with the monograph entitled “*Renovation Program Redesign*,” plus the adjacency diagram and the architectural program formed the “building blocks” of the schematic drawings included in this Stage II application. Although no significant educational upgrades are being contemplated for the middle or elementary schools, educational specifications for those schools are also included.

As previously noted, South Kingstown High School is expected to be required to house 725 students. Given the ratio of Regular to CTE enrollments as presented in Section 01, the RIDE size of the building would be expected to be 154,425 GSF. Due to recent bids for similar structures, it has become evident that the RIDE reimbursement rate will not be sufficient to construct a building of this size. In order to build this building, a size of approximately ± 150 K SF is deemed the “right” size given the potential bonding amount available to the high school and current construction fiscal conditions.

The next several components outline the South Kingstown High School Architectural Space Program by Program Area noting the number of spaces, the space size (SF), and total SF involved. This is compared with RIDE recommended SF. Following each Program Area is an analysis of the relationship between the programmed SF and the RIDE recommended SF. This analysis also includes a pedagogical discussion of spaces that are not designed to RIDE’s SF standards and their potential impact upon teaching and learning. These spaces include:

- Core Academic Program Areas
- Academic Support Program Areas
- Service Support Program Areas
- CTE Program Areas



Space Reconciliation – Core Academic Program Areas:

SKHS PRELIMINARY ARCHITECTURAL SPACE PROGRAM				
SPACE	# OF SPACES	SIZE SF	TOTAL SF	RIDE SF
CORE ACADEMIC PROGRAM AREAS				
Flexible Classrooms (English/Health/Math/SS)	23	750	17,250	950
Film Study/Flexible Classroom	1	750	750	950
Special Education Classroom/Flexible Classroom	2	750	1,500	950
Universal Science Labs	3	900	2,700	1,200
Lab Prep Rooms/Storage	3	300	900	See Above
Chemical Storage	1	200	200	See Above
Science Classrooms	6	750	4,500	950
ALP - Mock Apartment	1	800	800	950
ALP - Classroom	1	750	750	950
ALP - OT/PT	1	500	500	350
CORE ACADEMIC PROGRAM AREAS TOTAL			29,850	

Classroom Size: The classroom sizes are all generally below the RIDE recommended classroom size of 950 SF. It is expected that no more than 25 students on average will be in each classroom. This complies with ASHRAE 62.1 occupant density guidelines. In addition, significant “break-out” and collaborative enrichment areas located contiguous to classrooms provide for an “expanded” classroom experience. Pedagogically, this is deemed to be an improved use of space for collaborative teaching and learning than a larger traditional classroom model. In addition, certain hallway spaces are larger than required by code so as to provide additional “break-out” and collaborative areas.

Science Classroom/Laboratory Size: Science classrooms are also programmed below the RIDE standard as are science laboratories. As designed, two classrooms are intended to serve a single universal science laboratory that is intended as a stand-up laboratory facility only (for safety purposes in line with NSTA guidelines). Thus, since it does not also serve as both a laboratory and classroom space, the laboratory size can be reduced. It is expected that any differences in size from the RIDE standards will not impact pedagogy or delivery of instruction in any way. Please note that all science laboratories are designed as “universal,” meaning that they are designed to serve any science that would be taught at the high school level, thus increasing the flexibility of the space.

Specialty Enrichment Classrooms Size: These classrooms are programmed at 750 SF. It is expected that no more than 10-12 students on average will be in the enrichment space at any one time. This complies with ASHRAE 62.1 occupant density guidelines. These spaces at 750 SF will not affect the delivery of instruction in any way. Also, the collaborative spaces provided throughout will also provide additional space resources for the delivery of instruction.



Space Reconciliation – Academic Support Program Areas:

SKHS PRELIMINARY ARCHITECTURAL SPACE PROGRAM				
SPACE	# OF SPACES	SIZE SF	TOTAL SF	RIDE SF
ACADEMIC SUPPORT PROGRAM AREAS				
Collaborative Room	4	150	600	N/A
Library/Media Center Proper	1	2,000	2,000	3,650
Library Office	1	100	100	See Above
Library Work Room	1	400	400	See Above
Library Storage	1	250	250	See Above
Band Room	1	2,000	2,000	2,125
Band Office	1	100	100	See Above
Instrument Storage	1	350	350	See Above
Music Library	1	150	150	See Above
Piano Lab	1	300	300	See Above
Practice Rooms	2	100	200	See Above
Choral Room	1	1,200	1,200	See Above
Choral Storage	1	300	300	See Above
Choral Office	1	100	100	See Above
General Art Classroom	1	1,200	1,200	1,350
General Art Storage	1	300	300	See Above
CORE ACADEMIC PROGRAM AREAS TOTAL			9,550	

Library/Media Center Size: Programming of the Media Center at a 2,000 SF including ancillary spaces is less than the RIDE guideline. It is felt that a Media Center of this size is completely adequate to serve the educational needs of the High School, especially in light of the one-to-one technology that exists. The traditional role of the library/media center, and thus the design, have changed and have been driven by several key factors, including personalized learning, hands-on/project-based learning, technology, new forms of media, and the need for flexibility/future adaptability.

Collaborative Space: This space is provided to provide quiet break-out space for small group collaboration. At 150 SF in size, they are deemed sufficient in size to meet the educational space needs for a small group collaborative environment. These spaces are designed to supplement classroom spaces to provide additional flexible space resources for teaching and learning. Again, it is expected that no more than 3-5 students on average will be in this facility. This complies with ASHRAE 62.1 occupant density guidelines.

Specialized Classrooms Size (Art, Music): Music is programmed above the RIDE standard due to the ancillary spaces required to accommodate the current music offerings at South Kingstown High School. These include a Piano Laboratory at 300 SF and Choral spaces. Art at 1,500 SF is slightly above the RIDE standard by 150 SF.



Space Reconciliation – Service Support Program Areas:

SKHS PRELIMINARY ARCHITECTURAL SPACE PROGRAM				
SPACE	# OF SPACES	SIZE SF	TOTAL SF	RIDE SF
SERVICE SUPPORT PROGRAM AREAS				
General Staff Workroom	2	250	500	300
Gymnasium (800 Seats)	1	10,000	10,000	10,000
Auxillary Gymnasium	1	2,500	2,500	10,300
Gym Locker Rooms/Showers/Rest Rooms	2	900	1,800	See Above
Gymnasium Storage	1	500	500	See Above
Gymnasium Team Rooms	2	400	800	See Above
Gymnasium Teacher Offices	2	100	200	See Above
Gymnasium Athletic Director's Office	1	100	100	See Above
Gymnasium Training Room	1	150	150	See Above
Gymnasium Officials Room/Shower/Rest Room	1	150	150	See Above
Gym Concession	1	150	150	See Above
Gym Laundry	1	150	150	See Above
Mezzanine Walking Track/Cardio/Weight Room	1	7,000	7,000	See Above
School Store	1	300	300	N/A
Auditorium	1	7,500	7,500	4,833
Stage	1	2,000	2,000	2,800
Green Room w Toilet	2	300	600	See Above
Auditorium/Stage Storage	1	2,000	2,000	See Above
Kitchen	1	3,000	3,000	1,900
Cafeteria	1	2,500	2,500	3,625
Table Storage	1	300	300	See Above
Staff Lunch Room/Work Room	1	200	200	400
Administration Reception	1	300	300	2,020
Principal's Office	1	200	200	See Above
Assistant Principal's Office	3	125	375	See Above
Administration Records Storage	1	150	150	See Above
Administration General Storage	1	100	100	See Above
SRO Office	1	125	125	See Above
Administration Conference	1	250	250	See Above
Administration Bathroom	2	50	100	See Above
Guidance Reception	1	150	150	1,050
Counselor's Office	4	100	400	See Above
Specialist's Office	4	100	400	See Above
Guidance Records Storage	1	150	150	See Above
Guidance General Storage	1	100	100	See Above
Guidance Conference	1	200	200	See Above
Nurse Waiting	1	150	150	710
Nurse Triage	1	100	100	See Above
Nurse Treatment Room	1	100	100	See Above
Nurse Resting	1	175	175	See Above
Nurse Isolation Room	1	100	100	See Above
Nurse Office	1	100	100	See Above
Nurse Storage	1	150	150	See Above
Nurse Bathroom	1	75	75	See Above
School General Storage	4	100	400	400
Custodial/Maintenance Office & Storage	1	1,000	1,000	1,475
CORE ACADEMIC PROGRAM AREAS TOTAL			47,750	



Physical Education Facility Size: The total physical education plant is programmed at 23,000 SF which is more SF than the RIDE guideline of 20,300 SF. The additional space is primarily due to the need for support space for athletics, including the team rooms, the upper floor walking track, the upper floor cardio and weight facilities, and the wrestling space. The total space provided supports both the SKHS comprehensive physical education program and SKHS sports support activities.

Auditorium/Stage Size: The auditorium is programmed at 7,500 SF and accommodates seating for approximately 800. This is designed to accommodate the student body plus seating for staff. It is also provided at that level to accommodate community use of facilities since it serves in that capacity currently. The Stage and support facilities are above RIDE standards. Most of this additional space is storage and green room space which is required for programming and performance needs, including the provision of space for community use of facilities.

Kitchen/Serveries/Cafeteria/Commons/Storage Area Size: These areas are programmed at 5,800 SF while RIDE guidelines indicate a size of 5,525 SF. The additional space provides extra kitchen/serving space. It should be noted that the cafeteria itself is a combination cafeteria/commons space. Although programmed less than RIDE standards itself, it is designed to accommodate a third of the student body.

Main Office/Reception/Guidance Size: This space is programmed at 3,000 SF Which is slightly less than the RIDE guideline of 3,070 SF. This small difference isn't deemed significant to the use of the space.

Nurse Suite Space: The Nurse Suite is programmed with a total of 950 SF which is larger than the 710 SF RIDE standard. The increased size of the Nurse's Suite is the direct result of needed extra space, including for isolation and triage purposes, as revealed as necessary due to the recent coronavirus pandemic.

Maintenance/Custodial Space: Maintenance/Custodial space is smaller than recommended by RIDE standards. It is felt that this space will be sufficient to serve maintenance and custodial space needs.

Staff Workrooms: Staff workrooms are programmed at 250 SF. These are 50 SF less than the RIDE recommendation of 300 SF. The 50 SF difference is not deemed to be detrimental to the use of the space.

School Storage: School general storage is always at a premium in most schools. Programmed at 1,000 SF as opposed to the RIDE guideline of 400 SF, it is still likely insufficient to serve all of the school's storage needs.



Space Reconciliation – CTE Program Areas:

SKHS PRELIMINARY ARCHITECTURAL SPACE PROGRAM				
SPACE	# OF SPACES	SIZE SF	TOTAL SF	RIDE SF
CTE PROGRAM AREAS				
Studio Art CTE Classroom	1	800	800	950
Studio Art CTE Storage	1	250	250	See Above
Video Studio/Control - CTE	1	250	250	N/A
Video Editing - CTE	1	100	100	N/A
Construction Tech Large Lab - CTE	1	2,500	2,500	4,000
Construction Tech Lab Storage - CTE	1	150	150	See Above
Construction Tech Office - CTE	1	150	150	See Above
Construction Tech Small Lab - CTE	1	2,000	2,000	4,000
Wood Tech Small Lab Storage - CTE	1	150	150	See Above
Construction Tech Classroom - CTE	1	750	750	See Above
Computer Classroom/Laboratory - CTE	2	750	1,500	950
Allied Health EMT & Biomedical Classroom - CTE	1	800	800	950
Allied Health EMT & Biomedical Storage - CTE	1	150	150	See Above
Allied Health CNA & Pharmacy Tech Classroom - CTE	1	750	750	950
Allied Health CNA & Pharmacy Tech Lab - CTE	2	800	1,600	950
Allied Health CNA & Pharmacy Tech Storage - CTE	1	150	150	See Above
CORE ACADEMIC PROGRAM AREAS TOTAL			12,050	

Classroom Size: The classroom sizes are all generally below the RIDE recommended standard classroom size of 950 SF. It is expected that no more than 25 students on average will be in each classroom. This complies with ASHRAE 62.1 occupant density guidelines. These are deemed of sufficient size to accommodate the CTE classroom instruction requirements and the lesser size will not impede the delivery of instruction.

Technical Classrooms/Laboratory Size: The areas of Construction Technology are below the RIDE guideline. The two Construction Technology laboratory areas, including support spaces and Technical Classrooms, have been programmed at sizes that are sufficient to accommodate the instructional space needs of the Construction Technology curriculum. The areas programmed for Allied Health are also sufficient to support the CTE curriculum of those programs pedagogically.



SKHS PRELIMINARY ARCHITECTURAL SPACE PROGRAM	
SPACE	TOTAL SQUARE FEET
CORE ACADEMIC PROGRAM AREAS TOTAL	29,850
ACADEMIC SUPPORT PROGRAM AREAS TOTAL	9,550
SERVICE SUPPORT PROGRAM AREAS TOTAL	47,750
CTE PROGRAM AREAS TOTAL	12,050
SKHS BUILDING ALL PROGRAM AREAS TOTAL	99,200
GROSSING FACTOR @ 50% TOTAL	49,600
SKHS BUILDING SPACE AREA GRAND TOTAL	148,800

The Table above is a summary of the South Kingstown High School Architectural Space Program by space. The total building program, including a 50% grossing factor is 148,800 SF as compared to the RIDE standard calculated at 154,425 SF (please see Section 01 of this document for details on this calculation). The 5,625 SF difference is the amount the building size has been reduced to accommodate the anticipated high cost of construction on bid day. Also, the building is programmed as compact as possible due to the need to construct the building on the same site as the building it is replacing and keeping the original school in complete operation during construction of the new replacement building thus avoiding the need to program “swing” space. Please note that a 50% grossing factor has been used to accommodate the significant number of interior and exterior walls, lobbies, corridors, stairs, elevator, storage, and support facilities such as group toilets, custodial stations, additional storage areas, locker areas, and similar grossing factor considerations.

Although there is some deviation from RIDE guidelines, all spaces as programmed are deemed of sufficient size and shape to allow for the delivery of instruction as outlined in the South Kingstown pedagogical program as briefly outlined in this Section and further defined on the South Kingstown website. It is very likely that Stage III design will alter the architectural space programming presented here as the final design is developed and refined further with additional high school staff and community input. The program here, along with the Educational Specifications, will provide the needed “foundation” to build a final design in Stage III to meet the budget and still provide spaces that are adequate to support the delivery of comprehensive 21st Century instruction.

External Activity Spaces:

Two practice fields will be relocated from their present site (Hazard fields) to the area where the existing South Kingstown High School currently sits, once the new high school is completed. In addition, a plaza joining the new South Kingstown High School and the Hazard Building is planned. This area represents a “joining” of the past Hazard



High School to the present South Kingstown High School and is intended as both a meeting and congregation area as well as an outdoor classroom space. Adjacent to the plaza and the cafeteria is an exterior space designed as an adjunct eating area for students.

Hazard Building:

The following Table is a space program compendium of the Hazard Building which is a part of South Kingstown High School. It currently accommodates the adult ALP program and miscellaneous other South Kingstown High School programs as needed.

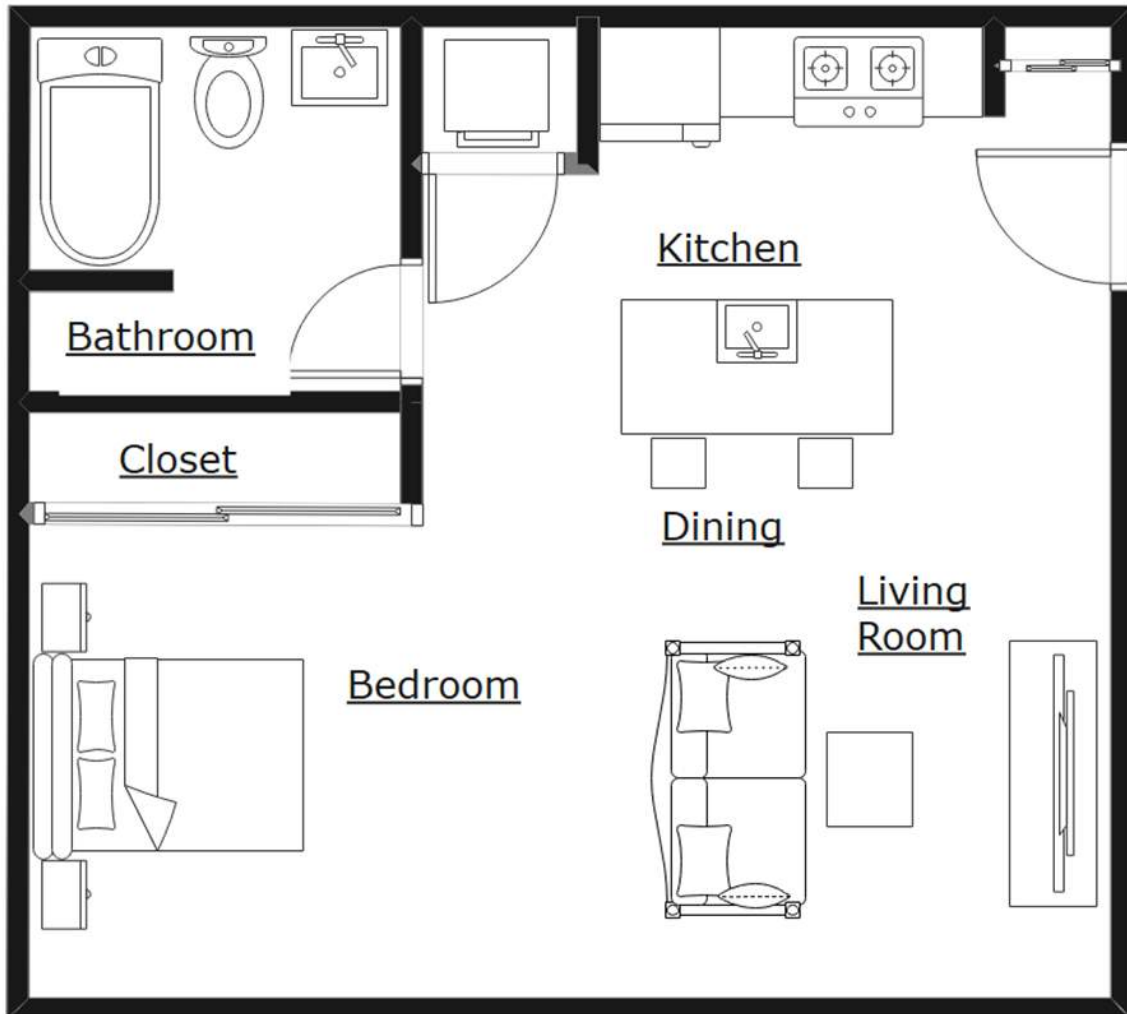
It is intended that the Hazard Building will continue to house the SKHS Adult ALP program. In addition, the Hazard Building has been programmed to house the Administrative Offices currently housed at Curtis Corner, should the District determine that these offices be moved to the SKHS Hazard Building site. There are no RIDE SF recommendations for comparison purposes. However, the square footages presented are reasonable for the intended use.

SOUTH KINGSTOWN HIGH SCHOOL HAZARD BUILDING ALP AND ADMINISTRATIVE OFFICE SPACE PROGRAM			
SPACE	NUMBER	SF	TOTAL SF
18-22 YEAR OLD ALP PROGRAM AREAS			
Classroom	2	950	1,900
Apartment Simulation Space	1	1,500	1,500
Restroom	2	65	130
ADMINISTRATIVE OFFICE AREAS			
Standard Offices	10	150	1,500
Support Offices/Areas	3	500	1,500
Superintendent Office w Toilet	1	300	300
Assistant Superintendent Office	1	250	250
Reception/Waiting	1	500	500
Conference Room	2	350	700
Mail Room/Copy Room	1	250	250
Break Room	1	250	250
Office Supply/Paper Storage	1	250	250
File/Bulk Storage	1	1,500	1,500
Single User Restroom	4	75	300
Custodial Space(s)/Storage	1	400	400
Mechanical/Electrical Space(s)	1	3,000	3,000
PROFESSIONAL DEVELOPMENT AREAS			
Teacher Center	1	950	950
Professional Development Classroom	2	1,200	2,400
Small Group Breakout Room	3	250	750
Group Restroom	2	300	600
Building Space Area Total		18,930	
Grossing Factor @ 40% Area Total		7,572	
Building Area Grand Total		26,502	



The Apartment Simulation Space as initially programmed for the 18-22 year old ALP Program is anticipated to look similar to the representation that follows. The 18-22 year old program areas are designed to support the current and anticipated educational program for this age group.

ALP APARTMENT SIMULATION SPACE REPRESENTATION





Include a description as to how grade organization in the district will be affected by the proposed project. For example, a new middle school may consider shifting Grade 6 from the Elementary and/or Grades 7-8 from the High School. Note how the district has planned for changes in grade organization, i.e. consolidation of services to avoid duplication.

Grade Organization:

There is no grade reorganization required by this Plan. Students will remain in South Kingstown High School during construction of the new replacement school on the same site. However, Curtis Corner Middle School is already programmed to be closed effective the 2023-24 school year resulting in 7th and 8th grade students attending Broad Rock Middle School. The existing elementary schools will retain their 5th grade students, also effective for the 2023-24 school year, thus providing room at Broad Rock Middle School to house grades 6-8 at which time all elementary schools will be housing grades PK/K-5. Curtis Corner Middle School will be demolished to provide room for a new SKHS Athletic Complex.

Comparison of costs between project and other alternatives. If the project involves new construction, the cost analysis must show clearly and fully that the proposed new construction is the best available alternative to meet the projected need based upon educational programs to be housed, total cost effectiveness (including life cycle cost analysis using twenty years as the lifetime), and the public interest. A consideration of indirect costs associated with the project, such as new sewers, roads, transportation or utilities must be included. If there are surplus buildings, include benefits or costs to the public, such as re-sale value or demolition costs.

Cost Comparisons:

Numerous options for the referenced scope of work were developed and reviewed with the School & Building Committee, community participants, students, staff, and parents. Suggestions, comments, and concerns were taken into consideration and revisions made accordingly.

As mentioned previously in this document, a Facilities Condition Assessment conducted in 2022 is summarized in the Table that follows.



SOUTH KINGSTOWN HIGH SCHOOL 2022 ASSESSMENT RESULTS	
BUILDING SYSTEM	AMOUNT
A10 Foundations	\$ 3,546
B20 Exterior Enclosure	\$ 4,984,026
B30 Roofing	\$ 4,455,588
D50 Electrical	\$ 10,183,931
D40 Fire Protection	\$ 2,018,084
C10 Interior Construction	\$ 1,389,670
C30 Interior Finishes	\$ 6,204,170
D10 Conveying	\$ 203,188
E10 Equipment	\$ 83,999
E20 Furnishings	\$ 3,558,121
D30 HVAC	\$ 10,405,120
D20 Plumbing	\$ 4,966,042
G20 Site Improvements	\$ 287,525
G40 Site Electrical Utilities	\$ 163,267
TOTAL	\$ 48,906,277

Again, looking at the Facility Condition Index (FCI), an analysis is provided in the Table that follows. Section 01 of this document provides a detailed analysis of this calculation and the parameters used in that calculation and how they were determined.

SOUTH KINGSTOWN HIGH SCHOOL FACILITIES CONDITION INDEX (FCI) ANALYSIS			
PROJECTED SF	ASSESSMENT TOTAL	REPLACEMENT VALUE	FCI
154,425	\$48,906,277	\$90,956,325	0.54

It is not an exaggeration to say that at every interaction with community during the planning of this project, the number one concern, by far, was the high school. This is, of course, supported by the almost \$50 M cost to simply remediate the deferred maintenance needs without including a significant amount of additional funding to update space and provide a 21st Century teaching and learning environment which was also desired by the community. In addition, the NEASC comments, also provided in Section 01, provide further impetus for a significant solution at South Kingstown High School.

Substantial time was spent in analyzing various capital approaches to South Kingstown High School at the community level, the School Building Committee level, the School



Committee level, and the Town Council level. It was general consensus that the best solution would be to replace the existing building with a new building on the same site. That is the thrust of this proposal. Please see the following Table that compares the project and site characteristics that influenced this decision.

SOUTH KINGSTOWN HIGH SCHOOL PROJECT & SITE SELECTION MATRIX						
		CURTIS CORNER SITE	YMCA SITE	EXISTING SITE NEW BUILD*	EXISTING SITE DEMO/ADD/RENO*	EXISTING BUILDING DEMO/RENO*
Project Cost Order of Magnitude	\$	\$140 M	\$140 M	\$140 M	\$150 M	VARIES
Maximizes Incentives	YES					
	NO					
Town Owned Property	YES					
	NO					
Ability to Construct Athletic Complex Adjacent to the HS	YES					
	NO					
Swing Space Required	NO					
	YES					
Safely Walkable from Dense Residential Areas	YES					
	NO					
Abavailability of Space for Parking	MAX.					
	MIN.					
Increased Traffic Impact within Neighboring Community	NO					
	YES					
Requires District Office to be Relocated	NO					
	YES					
Allows for Future Building Expansion	MAX.					
	MIN.					
Full-Size Auditorium that is Reimbursed Fully by RIDE	YES					
	NO					
Meets Educational Space Needs	YES					
	NO					
Sustainable Features & Green Opportunities	YES					
	NO					
Future Maintenance	LOW					
	HIGH					



Site Selection for the SKHS Stadium Complex:

Discussions were held regarding the site location for the SKHS Stadium Complex. The existing unusable complex is located at Curtis Corner. However, there was some concern about the location being far away from the existing SKHS building and a site nearer would be more appropriate. That discussion centered around a site near the existing Broad Rock Middle School which is adjacent to several community fields and the YMCA and considered more readily accessible. Both sites have wetlands/water infiltration/drainage problems and a study was commissioned. Natural Resource Services, Inc. was commissioned to investigate and conduct a wetland delineation of both sites. The results of that investigation are included in the Exhibits at the end of this Section.

Given the information obtained, it was determined that the Broad Rock/YMCA location was not acceptable, and that the Curtis Corner site was the most appropriate site with the Stadium Complex being located on a similar footprint as the existing Curtis Corner Middle School rather than situated where the current field and track are located.

Scope of Work Summary:

A summary of the scope of work as outlined in Section 01 of this document is again presented in the Table below.

SOUTH KINGSTOWN PUBLIC SCHOOLS RIDE REIMBURSEMENT REQUEST SCOPE OF WORK OUTLINE	
Construction of a New SK High School & Stadium Complex	\$111,649,670
Renovations to SK High School Hazard Building	\$4,622,126
Renovations to Broad Rock Middle School	\$8,048,420
Renovations to Peace Dale Elementary School	\$6,775,150
Renovations to Matunuck Elementary School	\$2,818,602
Renovations to West Kingston Elementary School	\$2,735,702
TOTAL ESTIMATE	\$136,649,670

Certification by Professional Structural Engineer registered in Rhode Island demonstrating that the building is structurally sound or can be made so reasonably.

Documentation regarding the structural integrity of all buildings within the South Kingstown Public Schools, done in 2023 by C.A. Pretzer Associates, Inc., a professional structural engineer registered in Rhode Island, is presented in the Exhibits at the end of this Section.





Regulatory Compliance Documentation

South Kingstown Public Schools is in compliance with regulations requiring periodic building inspections and radon testing. Proof of inspections and relevant documentation of Fire Marshal inspections, Radon inspections, and AHERA compliance is provided in the Exhibits at the end of this Section.

District's High Performance Green Status/Goals - to ensure that integrated design, construction, and maintenance approaches are consistent with the goals of High Performance Schools the following policy and operations prerequisites are required:

High Performance Standards and Goals/School-As-A-Tool Protocol:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section.

The school district must create implement an integrated design approach that ensures that the high performance standards and the overall goals of Northeast-CHPS are met and that they are consistent with state policy. The District, School Board, Board of Trustees, or appropriate school leadership must pass a board level resolution that mandates compliance with NECHPS.

Compliance with NECHPS:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section and included at the end of this Section, including preliminary NECHPS scorecards for each building project.

Implement the EPA's Tools for Schools program or an equivalent indoor environmental management program for the new or renovated school. Provide a resolution signed by the school district requiring participation in Tools for Schools (or equivalent) for its schools.

EPA's Tools for Schools:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section and included at the end of this Section.

Implement a school maintenance plan that includes an inventory of all equipment in the new or renovated school and its preventive maintenance needs.



Maintenance Plan:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section and included at the end of this Section.

Establish a written policy that all newly purchased equipment and appliances to be used in the school be ENERGY STAR compliant. Additionally, the policy must prohibit the purchase of low efficiency products, including incandescent task lights, halogen torchieres, and portable electrical resistance heaters.

Energy Star Compliance:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section and included at the end of this Section.

Adopt a no idling policy that applies to all school buses operating in the school district and all vehicles operating in the school grounds.

No Idling Policy:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section and included at the end of this Section.

Use no CFC- or HCFC-based refrigerants in building Heating, Ventilating, Air Conditioning, & Refrigeration (HVAC&R) systems.

CFC or HCFC Based Refrigerants:

South Kingstown Public Schools has implemented the assurances described above. Documentation of compliance is provided in the Exhibits referenced in this Section and included at the end of this Section.



Consideration of school district or school facility consolidation - Submit an analysis of the option of school consolidation and school district consolidation. The analysis must include acknowledgement and reconciliation of the utilization analysis of the LEA provided by Jacobs in the Statewide Assessment.

School Facility Consolidation:

Districts surrounding South Kingstown Public Schools are shown on the following map.



South Kingstown's LEA capacity of 5,043 far exceeds current 2022-23 enrollment (2,509) and future enrollment projections. Thus, there is no need for additional capacity. Consolidation with other districts by school is also not appropriate. At this time, there does not appear to be adequate political or community support for Regionalization or similar consolidation, especially at the high school level. In general, the following reasons appear to be impacting any attempt at Regionalization.

- Lack of public/community support
- Financial burden/absorption
- Political opposition

Since a new high school is being built, it is important to look at the high schools in the surrounding districts to determine if there is sufficient space to house the high school student population of South Kingstown. The Table below shows those schools and their

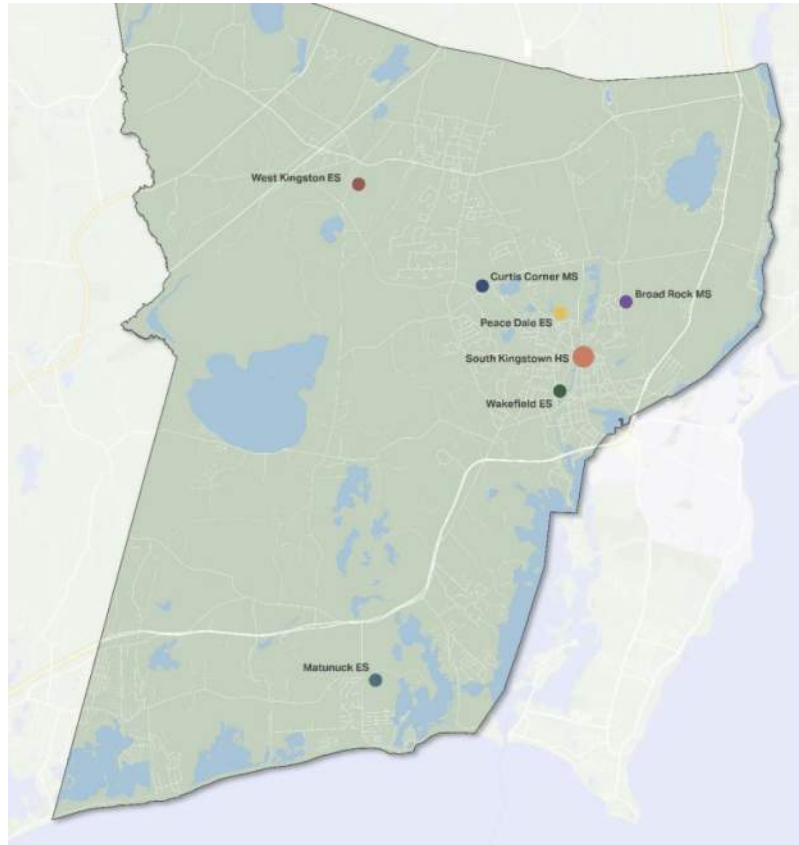


capacities. As can be seen there is insufficient room to house the South Kingstown students without significant additions, perhaps doubling or trebling the size of any of these schools. As already discussed, such a solution would likely not be met favorably by these communities, nor by the South Kingstown community. Furthermore, creating a high school with 1,500 students or more is pedagogically suspect and would not engender the sense of belonging and sense of community that is so important and sought after at the high school level.

NEIGHBORING DISTRICT HS	DISTANCE FROM SKHS	2022-23 ENROLLMENT	CAPACITY		
			MODEL	LEA	FUNCTIONAL
North Kingstown Senior HS	11 Miles	1,374	1,404	2,660	1,550
Chariho Regional HS	14 Miles	1,043	803	1,252	993
Narragansett HS	3 Miles	474	600	650	719
Exeter-West Greenwich Regional HS	21 Miles	453	573	650	597
South Kingstown HS	N/A	789	1,270	1,703	1,193

District Map:

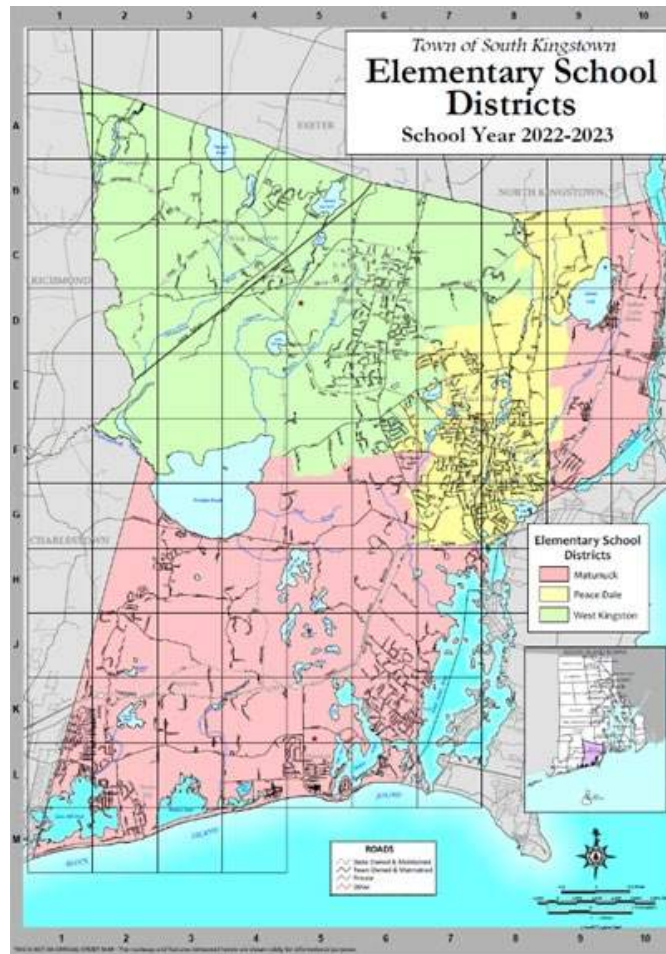
A map of the district showing the location of the site or sites under consideration and the location of existing school buildings in the district.



The attendance area to be served by the proposed school and the number of school-age children who reside within the attendance area and future demographic projections for the district and attendance area.

Attendance Zone:

No attendance zones will be changed. Existing Attendance Zone map follows.



Other potential non-school buildings evaluated for conversion, include information on age, location, size, nearby community services and buildings, cost, and needed modernization.

Potential Non School Buildings:

A non-school building search for a replacement for South Kingstown High School (at approximately 150K SF) was deemed not to be appropriate due to the considerably large size of the facility needed and thus such a search was not attempted.



Information regarding any school buildings abandoned by the district or converted to other use by the community in the last ten years including a map of their location in the district.

Abandoned School Buildings:

Once the new South Kingstown High School is completed and occupied, the existing high school building will be demolished to replace practice fields and parking. Also, the existing Curtis Corner Middle School building will be demolished to make space for the High School Athletic Complex. The School Committee in a vote independent of this Capital Program has previously voted to close Curtis Corner Middle School and Wakefield Elementary School. Wakefield will be returned to the Town of South Kingstown for disposition.

A comparative analysis of the potential impact of building sites on student transportation and local traffic conditions including traffic impact, public transportation opportunities, times of transit by school transportation, and cost of any changes that would be required to roads or the transportation system.

Traffic & Transportation:

Traffic analysis, both bus and car, was considered in the development of the site/civil drawings. Student transportation will not be affected since the new school will be occupying the same site as the existing school. Although not a result of this Capital Program, it should be noted that attendance zones have been adjusted due to the closing of Curtis Corner Middle School, the change in grades served at Broad Rock Middle School from 5-6 to 6-8, and the change in elementary school grades served to PK/K-5 from PK/K-4. Please note that chevron parking for busses is not contemplated. A waiver from 200-RICR-20-05-4.6.9-A-7 will be requested as part of the Stage III design process.

Documentation must also be provided demonstrating that a licensed professional engineer has examined soil conditions for structural integrity and drainage in order to determine the suitability or lack thereof of possible sites and identified the existence of soil conditions which may increase site development costs.

Site / Civil Investigation:

Garofalo & Associates, Inc., a Rhode Island licensed professional civil engineering firm, has conducted a geotechnical investigation, including site borings, at the proposed new school site on the existing school property.



In general, the site is suitable for the intended construction. Full reports may be found in the Exhibits at the end of this Section.

Analysis of Historic Implications - Describe whether the planning committee considered historical implications of existing facilities. If the project involves renovating or demolishing a building, please advise the Rhode Island Historical Preservation & Heritage Commission: Jeffrey Emidy, Executive Director, RI Historical Preservation & Heritage Commission, Old State House, 150 Benefit Street, Providence, RI 02903-4134, esanderson@preservation.ri.gov.

Historic Implications:

South Kingstown Schools has contacted the Historical Preservation & Heritage Commission regarding systemic and interior renovations and additions to District schools. Copies of communications are included in the Exhibits and the end of this Section.

Our contact persons via electronic communication are as follows:

Jeffrey Emidy, HPHC Executive Director, Interim State Historic Preservation Officer
Elizabeth Totten, Project Reviewer

Rhode Island Historical Preservation & Heritage Commission
Old State House | 150 Benefit Street | Providence, RI | 02903-4135

Traffic/Transportation Impact Plan

Traffic / Transportation Impact Plan:

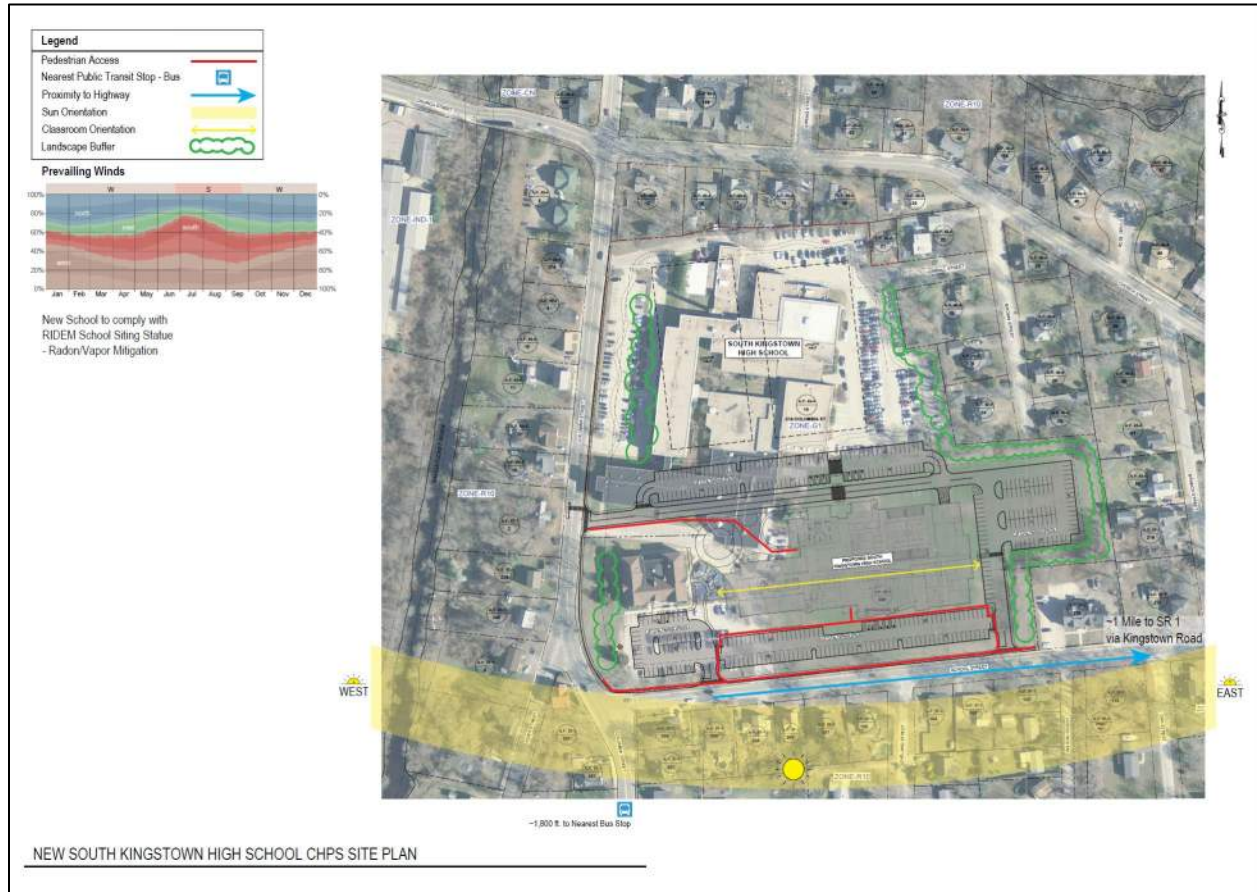
Garofalo and Associates, Inc., a Rhode Island licensed professional civil engineering firm, has conducted a Traffic and Transportation Assessment for the proposed new high school. A full copy of that report for each school is included in the Exhibits and the end of this Section.

Whenever possible, sites shall be located close to public transportation. In order to reduce automobile-related pollution and conserve energy, designs shall incorporate the use of public transportation and carpooling by minimizing parking, creating bike facilities, providing safe walking/biking access, and other appropriate design elements. Additionally, applicants shall consider the proximity of other services in the community, such as supermarkets, commercial office buildings, grocery stores, day cares, cleaners, fitness centers, hair care, hardware, laundry, medical/dental services, senior care facilities, public parks, pharmacies, post offices, banks, libraries, and community centers.

Site Proximity:

No new sites are being considered. The new high school building will be located on the same site as the existing high school building.

A CHPS map has been produced and follows:



Preliminary energy analysis or modeling - Include an analysis of the energy use (electric and heating and/or cooling) of the facility for at least the last two years, a survey of the facility systems, and recommendations for improving energy efficiency. The use of Energy Star Portfolio Manager or ComCheck software systems to benchmark the facility against other buildings or the Rhode Island Building Energy Code is highly encouraged. The analysis must include reconciliation with the Energy Report Card provided by Jacobs in the Statewide Assessment. Consideration of the effects of initial capital costs versus maintenance costs over the life of the building with the goal of reducing such maintenance costs. LEAs must include a narrative that addresses the strategies for training, operating, and maintaining the complex HVAC systems and controls.



Energy Analysis:

South Kingstown Public Schools are committed to the acquisition and use of the most energy-efficient systems, equipment, and materials as possible within budgetary constraints. Cognizant of the negative implications of non-efficient systems, equipment, and materials over time, and cognizant of maintenance implications of same over time, North Providence strives to be extremely energy efficient while at the same time being budget-conscious. As such, South Kingstown insists upon design professionals having the same “mind set” regarding energy-efficient systems, equipment, and materials that they choose to use in their designs.

Included in the Exhibits at the end of this section are the Design Heating and Cooling Capacities for the new South Kingstown High School.

EPA Energy Star:

South Kingstown does not utilize EPA Portfolio Management. However, an EPA Energy Star Performance Score Card has recently been completed for each of North Providence School Department’s buildings. As with the Jacobs Energy Assessment Reports, these reports provide areas of recommendation for improving energy efficiency and, as such, will be an important element for consideration by the architect and engineer of record for this project. Energy Star Score Cards have been generated for the High School and is included in the Exhibits at the end of this Section.

Feasibility of using renewable energy technologies - Consideration of life-cycle costs estimates of all feasible energy systems to identify the system with the lowest life-cycle cost estimate.

Renewable Energy Technologies:

It is the intent of South Kingstown Schools to investigate the life-cycle costs of utilizing renewable energy technologies during Stage III. The Architect/Engineer of Record for this Capital Plan will be required to consider renewable energy technologies and to determine their feasibility as part of this program. The Jacobs Draft Energy Assessment Report from 2016 will be referenced accordingly.

Within the bounds of the projects that have been identified and that will be identified in future phases of this Program, South Kingstown Public Schools will continually seek opportunities to prepare for the potential future integration of renewable energy opportunities. Some examples include:

- Additional breaker space added to switchgear replacements: The additional breaker space will ensure that the potential for future photovoltaic installations are easily accomplished at the main gear.
- Organization of rooftop mounted equipment: When projects require the installation of rooftop mounted equipment, when at all possible, it will be



arranged such that there is opportunity to add photovoltaic or solar-thermal panels to the roof in the future.

- Dedicated space for solar-thermal storage tanks: Where domestic hot water systems are upgraded, when at all possible, space will be dedicated to potential solar-thermal storage tanks in the same area to allow for easy installation of the system in the future.
- Combined cooling, heating, and power system integration with new central plant installations: CCHP has already been applied in multiple schools across the country, and can be reviewed for potential installation in wholesale renovation projects here. While not technically fully renewable, the efficiencies found by utilizing the waste heat of the system are typically considered to be in the spirit of renewable installations.

According to data from the U.S. Energy Information Administration (EIA), K-12 schools in America annually spend an average of \$0.67 per square foot on electricity and \$0.19 per square foot on natural gas. For example, a typical 1,000 student high school requires around 173,730 square feet to accommodate its students. This means that a school of this size might pay around \$149,500 for energy depending on its location, consumption practices, and ratio of electricity to natural gas usage.

Schools typically use around 10 kilowatt-hours (kWh) of electricity and 50 cubic feet of natural gas per square foot on an annual basis. Furthermore, space heating, lighting, and water heating make up around 74%–86% of their total energy usage depending on a school's location.

Even though energy spending only represents 2%–4% of a school's total spending, it's a great area to find savings without negatively impacting the ability to care for and educate students.

Further, with the constantly-changing technologies that are coming to market, South Kingstown Public Schools will always welcome the opportunity to review projects that are in their design phase for additional opportunities. Some examples would be photovoltaic-coated windows and metal wall panels, integrated wind turbines, and integrated solar thermal heating systems. Finally, each project will continually drive South Kingstown Public Schools to higher efficiency systems, from envelope improvements, to lighting system improvements, to HVAC system improvements, which will pay further dividends as the projects progress. An unused BTU is far more valuable than one even generated on-site, and this approach will continue to help lower demand on the power grid and the environment in general.

PV Analysis:

A preliminary PV application analysis was completed for the HS site using the NREL PVWatts Calculator base upon estimated available roof area. See the Exhibits at the end of this Section for results.



Geothermal Analysis:

In addition, an analysis of the costs included with a geothermal Ground-Source Heat Exchange (GSHE) System for South Kingstown High School was commissioned. The results of this Feasibility Assessment are included in the Exhibits at the end of this Section.

Architectural Feasibility Study Exhibits:

1. South Kingstown Strategic Plan
2. School Calendar 2023-2024 School Year
3. South Kingstown High School Senior Project Handbook
4. South Kingstown High School Student Handbook
5. South Kingstown High School Program of Studies
6. Broad Rock Middle School Student Handbook
7. Curtis Corner Middle School Student Handbook
8. Peace Dale Elementary School Parent Handbook
9. West Kingston Elementary School Family Handbook
10. Educational Specifications – “Renovation Program Redesign”
11. Educational Specifications – Generic by Space and Type
12. South Kingstown Schools – Structural Assessment
13. School-As-A-Tool Protocol Agreement
14. Fire Marshal Documentation
15. Radon Testing Documentation
16. AHERA Reports
17. High Performance Schools Assurances and Compliance Documentation
18. Necessity of School Construction Assurances
19. NECHPS 3.2 Scorecards (Completed for Anticipated/Probable Points)
20. South Kingstown MS Site Wetlands Reports
21. South Kingstown HS & Curtis Corner Geotechnical Reports
22. Historical Preservation and Heritage Commission Correspondence
23. South Kingstown High School Site Due Diligence Report
24. SKHS PE/Athletic Site Due Diligence Report
25. Broad Rock MS Site Due Diligence Report
26. Matunuck ES Site Due Diligence Report
27. Peace Dale ES Site Due Diligence Report
28. West Kingston Site Due Diligence Report
29. South Kingstown HS EnergyStar Report
30. South Kingstown HS Photovoltaic Report
31. South Kingstown HS Geothermal Report
32. SKHS Design Heating and Cooling Capacity
33. South Kingstown High School Traffic/Transportation Report



- 34. SKHS PE/Athletic Site Traffic/Transportation Report
- 35. Broad Rock MS Traffic/Transportation Report
- 36. Matunuck ES Traffic/Transportation Report
- 37. Peace Dale ES Traffic/Transportation Report
- 38. West Kingston Traffic/Transportation Report

Exhibit 01

South Kingstown Strategic Plan



SOUTH KINGSTOWN PUBLIC SCHOOLS



STRATEGIC PLAN

STRATEGY #1 Develop and support rigorous and comprehensive standards-based curricula

We will establish a school-community environment with all stakeholders committed to a comprehensive standards-based curriculum demanding high performance linked to our core beliefs

Action Plan #1: To Implement a South Kingstown School Department Curriculum Pre-K-12 that is horizontally and vertically linked and aligned to the State of Rhode Island Frameworks and established Standards

	Action Steps	Update
1:1-1	Adopt New Standards- Performance Standards for K,1,2,3,4,8 10 English	<ul style="list-style-type: none"> • Performance standards have been adopted in anew curriculum in English • Grade level (K-8) and grade span (9-12) expectations are complete in English and mathematics and in planning in science and health • Standards-based grading has been developed in kindergarten, is in process in primary grades and planned for middle/secondary grades • Rigorous and comprehensive curricula are complete in English, nearing completion in mathematics, and planned in science and health. Social studies (and additional subjects) are planned for years after 04-05. • Prospectively, consider expanding standards to include areas within the RI Common Core of Learning (physical education, technology, fine arts).
1:1-2	Develop grade level expectation PreK~12 for all students, including student with disabilities that are aligned with New Standards, nationally developed subject Standards and State of RI Framework.	
1:1-3	Research and make recommendation for district-wide grading system that relate to New Standards rubric.	
1:1-4	Develop and support a rigorous and comprehensive standards-based curricula demanding high performance from all student that provides a sound core-knowledge and in-depth understanding of math, science, social studies, English Language Arts and Health	



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Action Plan #1: To Implement a South Kingstown School Department Curriculum Pre-K-12 that is horizontally and vertically linked and aligned to the State of Rhode Island Frameworks and established Standards.

	Action Steps	Update
1:1-5	Integrate into k-12 curricula, the arts, technology, school to career, community based learning opportunities and acceptance of diversity.	<ul style="list-style-type: none"> • Integration of subjects is taking place through the following steps: <ul style="list-style-type: none"> ○ Graduation by proficiency regulations at the high school are integrating performance skills across subject matter areas ○ School-based coordinator brings school to career and community based learning to high school ○ Elementary laptop labs and professional development providing integration with technology ○ High School academies • Communication of standards, curriculum and assessment to community: <ul style="list-style-type: none"> ○ Superintendent’s newsletter (implemented) ○ School newsletters (partially implemented) ○ School and district web sites ○ Curriculum (with parent-friendly version) on web (implemented) ○ Presentations at school committee meetings (most televised) (implemented and ongoing) ○ Parent forums planned for Fall of ‘04
1:1-6	Communicate standards, curriculum, and assessment to families and community	



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Action Plan #2: Implement standards-based instructional model.

	Action Steps	Update
1:2-1	Teachers use a variety of teaching strategies, accommodation and modifications to enhance student achievement	<ul style="list-style-type: none"> • Professional development to expand the use of diverse teaching strategies, accommodations and modifications, including: <ul style="list-style-type: none"> ○ Differentiated instruction training (implementation varies by site, future consistent implementation) ○ K-5 Harcourt intervention implementation and training (implemented and planned) ○ Differentiation built into coaches' preparation (planned) ○ Training through the principles of learning (POL) • Performance based instructional measures: <ul style="list-style-type: none"> ○ Personal literacy plans (PLP) implemented in 04-05 ○ PLP computerized k-5 (04-05) ○ Common elementary assessments ○ ELA benchmark papers and common assessments in development ○ High school end of course examinations in implementation and development ○ High school performance graduation standards developed during 04-05
1:2-2	Develop instructional evaluation measures and performance based assessment for an curriculum area	
1:2-3	Implement Learning Plans for each student, which measure his/her performance against grade level expectations and include necessary accommodations, modifications and enhancements	



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Action Plan #3: Every child in SK reading proficiently by end of 3rd grade.

	Action Steps	Update
1:3-1	Implement summer literacy program (K-8)	<ul style="list-style-type: none"> • Literacy integrated into redesign of ESY program for special education • Regular education students placed in ESY on a space available basis • Common literacy assessments in place K-5 and selection of tool being made in 6-12 • There are elements of family literacy in place in schools, but no district-wide program. • A Family Literacy grant was submitted in collaboration with SC-CAP, but not funded.
1:3.2	Implement district grade level literacy diagnostic assessment	
1:3-3	Develop family literacy program	

STRATEGY #1 Develop and support rigorous and comprehensive standards-based curricula

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Action Plan #4: Students not reading proficiently after grade three will receive intensive instruction in reading.

	Action Steps	Update
1:4-1	Hire reading coach to develop strategies and to train teachers	<ul style="list-style-type: none"> • Rather than hire additional coaching personnel, coaching roles are being established for existing literacy staff. • A three-tiered model was developed with classroom intervention, supplemental support, and intensive instruction. • The high school literacy support model will be implemented in grade 9 in 04-05 and grade 10 in 05-06
1:4-2	Development and Implementation of literacy competence support and sustain program	



STRATEGY #1 Develop and support rigorous and comprehensive standards-based curricula

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Action Plan #5: Investigate and develop alternative educational programs for all kids, which accommodate different learning styles and are available during the school day or as an extended school day/school year.

	Action Steps	Update
1:5-1	Implement the EXCEL Project	<ul style="list-style-type: none">• EXCEL was implemented in 02-03, but eliminated due to funding constraints

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Action Plan #6: Identify a set of outcome measures to evaluate Action Plans 1-5.

	Action Steps	Update
1:6-1	Implement mechanism to assess Action Plans 1.5	<ul style="list-style-type: none">• Action plan assessment is undertaken through report to the School Committee



STRATEGY #2 To actively involve all staff in professional development with the goal of improving student achievement

We will establish a school-community environment dedicated to life-long learning linked to standards based curriculum, and an understanding of how learning is acquired and measured.

Action Plan #1: To develop district policies and procedures for professional development

	Action Steps	Update
2:1-1	Establish clearly written and communicated district and school based policies for professional development for certified and paraprofessional staff that support district standards driven initiatives	<ul style="list-style-type: none"> • Professional development funds are allocated to schools and the district • District allocations are made available to all schools • Implementation costs of the Principles of Learning (IFL) are paid through district allocations to assure equal access • The Article 31 process provides each school with the ability to determine if additional professional development days are its priority • The district professional development team was re-established and meets to review and plan activities
2:1-2	Ensure that professional development opportunities are equal across the district without reducing current levels	
2:1-3	Establish procedures for requesting and utilizing professional development days beyond contractual allowance	
2:1-4	Re-establish district professional development team	
2:1-5	Create a mechanism for an annual review of professional development priorities	



STRATEGY #2 To actively involve all staff in professional development with the goal of improving student achievement

We will establish a school-community environment dedicated to life-long learning linked to standards based curriculum, and an understanding of how learning is acquired and measured

Action Plan #2: To increase the active involvement of all staff in high quality professional development.

	Action Steps	Update
2:2-1	Establish individual professional development plans that are aligned with building School Improvement Plans and District Strategic Plans	<ul style="list-style-type: none"> • Individual professional development plans are developed in accordance with contractual provisions • The following professional development models are in place or planned (as noted): <ul style="list-style-type: none"> ○ Grade level meetings for school and district (in place) ○ Coursework (in place) ○ Release time (in place) ○ Summer institutes (in place) ○ Coaching (in place and planned) ○ Book study groups (in place) ○ Critical friends groups (planned) ○ Learning walks (initiated and planned) ○ Externships (implemented) ○ Looking at students work (planned) ○ Teacher-Support Team (formerly CAST)
2:2-2	Expand the formats of professional development delivery to include but do not limited to: <ol style="list-style-type: none"> a. Release time b. Summer institutes c. Internships d. site/in-class training and coaching e. grade level sessions/work teams f. team involvement, e.g. SIT, CAST others as references to current "best practices" Resource: Journal of Staff Development, etc.	



STRATEGY #2 To actively involve all staff in professional development with the goal of improving student achievement

We will establish a school-community environment dedicated to life-long learning linked to standards based curriculum, and an understanding of how learning is acquired and measured.

Action Plan #3: Provide professional development to support the action plans of the South Kingstown District Strategic Plan, with training specific to all new and continuing educational initiatives

	Action Steps	Update
2:3-1	Plan and deliver training as indicated by Action Plans in Strategic Plan	<ul style="list-style-type: none"> • Middle level coursework completed in 02-03 • Turning Points participation in middle level training at CCMS • See 2:2-2 for professional development format detail • Professional development content: <ul style="list-style-type: none"> ○ ELA implementation <ul style="list-style-type: none"> ▪ Balanced literacy (disciplinary reading) ○ Technology ○ Middle level strategies ○ Principles of Learning ○ Differentiated Instruction ○ Inclusion strategies
2:3-2	Provide training for appropriate personnel in middle level education practices (refer to District Middle Level Committee work 9/97-12/97; Carnegie Foundation), to support the implementation of middle level education curriculum	
2:3-3	Sustain professional development that addresses ongoing needs (technology, health, safety, etc)	



STRATEGY #2 To actively involve all staff in professional development with the goal of improving student achievement

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Action Plan #4: Increase the percentage of annual district budget for professional development based on current local, state and national references in conjunction with South Kingstown District Strategic Plan.

	Action Steps	Update
2:4-1	Perform an initial analysis of current district spending for professional development from existing district budget and use data to develop a fiscal plan	<ul style="list-style-type: none"> • Analysis of professional development spending conducted in 8/02, presented to school committee in 9/02, and incorporated into budget goals. • District level of professional development increased at rate to reach state average in 05-06. Current spending on track to reach that goal.
2:4-2	Achieve a level of District Professional Development funding in the annual budget to address the District Professional development plan/district Strategic Plan	



STRATEGY #3 Initiate and sustain partnerships with families, businesses, municipal groups, local agencies and community members to enrich school improvement efforts.

We will establish a school-community environment with all stakeholders committed to student achievement

Action Plan #1: Ensure productive cooperation among various community organizations that supervise student activities.

	Action Steps	Update
3:1-1	Meet with leaders of various existing organizations in order to define common goals and to reduce areas of overlapping interests.	<ul style="list-style-type: none"> • Meetings occurred with the following agencies to coordinate activities: <ul style="list-style-type: none"> ○ DCYF re: KEY Program and placement procedures ○ SC-CAP re: Family Literacy and Head Start ○ CEDARS re: family system support ○ YMCA: child care and summer programming ○ ARC re: summer programming • Youth Group coordination: <ul style="list-style-type: none"> ○ Athletic and recreation programs coordinated with Town Recreation and YMCA ○ SRO application coordinated with Police ○ Education programs coordinated with – <ul style="list-style-type: none"> ▪ Women’s’ Resource Center ▪ Museum of Primitive Culture ▪ Center for Non-Violence at URI
3:1-2	Meet with leaders of community youth organizations (e.g. Scouts) to determine the extent to which their activities might be coordinated with various school activities.	



STRATEGY #3 Initiate and sustain partnerships with families, businesses, municipal groups, local agencies and community members to enrich school improvement efforts.

We will establish a school-community environment with all stakeholders committed to student achievement

Action Plan #2: Increase involvement of families in South Kingstown.

	Action Steps	Update
3:2-1	Increase the participation of families, mentors, tutors, and volunteers, in the classroom and school.	<ul style="list-style-type: none"> • Expanded CARES funding to increase mentors, volunteers, and tutors • Expanded Family Advocacy funding to increase participation of disenfranchised families in school • Planned shift in Family Advocacy role to focus on professional development and school development of family friendly systems • Creation of South Kingstown Education Foundation
3:2-2	Educate faculty and staff on how to most effectively incorporate Family involvement in the school.	

STRATEGY #3 Initiate and sustain partnerships with families, businesses, municipal groups, local agencies and community members to enrich school improvement efforts.

We will establish a school-community environment with all stakeholders committed to student achievement

Action Plan #3: Develop and sustain productive partnerships with South Kingstown businesses.

	Action Steps	Update
3:3-1	Meet with focus groups composed of business leaders to discuss the feasibility of various initiatives (workshops, panels, Seminars, etc.) to connect schools with businesses.	<ul style="list-style-type: none"> • Business group (12-15 members) created as Academy Board of Governors • School based coordinator position established to link school programs with vocations • Internships initiated with school based coordinator and high school academies
3:3-2	Establish a rigorous student internship program involving a variety of professions and occupations.	



STRATEGY #4 Ensure appropriate intervention and support services for all students from Preschool through high school graduation to maximize achievement in all educational programs.

We will establish a school-community environment dedicated to ensuring that no student is left behind; that support services exist to permit every student the opportunity to achieve our stated performance outcomes

Action Plan #1: Sustain Student Intervention Programs.

	Action Steps	Update
4:1-1	Research Student Intervention Programs in District, Establish mission statement and clear objectives for each. Eliminate duplication of services	<ul style="list-style-type: none"> • Student intervention programs researched: <ul style="list-style-type: none"> ○ Extended day kindergarten (implemented) ○ Reading Recovery (implemented) ○ Center for Academic Achievement (implemented) ○ ESY programs for special education (implemented) ○ K-8 school reading interventions (implemented) ○ High School literacy (planned for 04-05) ○ Project success (high school personalization) • Student intervention sustained through: <ul style="list-style-type: none"> ○ Extended day kindergarten development, training and implementation ○ Creation of Center alternative program ○ Single full day kindergarten at Peace Dale ○ Restoration of Reading Recovery training and implementation ○ Procedures and coordinator for CAA ○ Reorganization of ESY programs ○ Coaching and classroom integration of K-8 literacy interventions ○ Planning and staffing for high school literacy ○ Advanced high school students take college courses • Policy, procedures and protocols established through: <ul style="list-style-type: none"> ○ Literacy intervention model ○ CAA protocols ○ ESY reorganization ○ High school literacy in course descriptions
4:1-2	Sustain Student Intervention Programs	
4:1-3	Establish policy, procedures and protocols that direct and support student intervention programs	



STRATEGY #4 Ensure appropriate intervention and support services for all students from Preschool through high school graduation to maximize achievement in all educational programs

We will establish a school-community environment dedicated to ensuring that no student that support services exist to permit every student the opportunity to achieve our stated performance outcomes

Action Plan #2: To develop a comprehensive system of early intervention/prevention.

	Action Steps	Update
4:2-1	Explore possibilities for the reorganization of kindergarten. (For example: extended day, class size, use of teaching assistants, daily schedules).	<ul style="list-style-type: none"> • Extended day kindergarten implemented • Single full-day kindergarten implemented at Peace Dale • Full day kindergarten costed-out and brought to budget discussion • Preschool transition process redesigned with home school placement prioritized

STRATEGY #4 Ensure appropriate intervention and support services for all students from Preschool through high school graduation to maximize achievement in all educational programs.

We will establish a school-community environment dedicated to ensuring that no student is left behind; that support services exist to permit every student the opportunity to achieve our stated performance outcomes

Action Plan #3: Sustain various ancillary/alternative services and programs.

	Action Steps	Update
4:3-1	Coordinate and access a variety of support services for children with various needs within general education and increase the variety /level of support services available to students (also see "curriculum" for support/alternative programs.	<ul style="list-style-type: none"> • Student support center at high school • Literacy initiative (reading K-8, literacy at high school) • ESY open to regular education on space available basis • Expansion of Family Advocacy • CARES volunteers and URI reading interns • Implementation of Harcourt interventions (k-5) • Differentiated instruction training (partially implemented)



STRATEGY #5 To create a process to analyze and utilize data to measure the success of each program supporting student achievement.

We will establish a school-community environment that values data as vital component of the decision-making process, a district capable of processing and utilizing and sharing data

Action Plan #1: Build internal school networks and an inter-school network that will allow access to the Internet and a capacity for information collecting, sharing, and analysis.

	Action Steps	Update
5:1-1	Hire a communications consultant to design an inter-school network for data communications, provide cost estimates and specifications suitable to bid, and to identify support staff requirements.	<ul style="list-style-type: none"> • Consultant not hired, initial design completed in-house • Program funded through capital budget • Completed for Hazard, High School summer 04, other schools on 5-year timeline • Frame relay operated district Wide Area Network (WAN) • See Technology Plan for additional details
5:1-2	Identify funding sources	

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Action Plan #2: Purchase district student information software to facilitate student data collection.

	Action Steps	Update
5:2-1	Form a committee to develop a listing of the particular data needs that the schools and the administrators have	<ul style="list-style-type: none"> • Purchases made, final in 03-04, Installation complete by September 04 • Future steps- <ul style="list-style-type: none"> ○ link data collection to standards-based report card ○ create electronic portfolio
5:2-2	Submit a request for proposals to vendors of student data software	
5:2-3	Purchase individual school software packages and district software package	



STRATEGY #5 To create a process to analyze and utilize data to measure the success of each program supporting student achievement.

We will establish a school-community environment that values data as vital component of the decision-making process, a district capable of processing and utilizing and sharing data

Action Plan #3: To identify data necessary to support strategic plan and to format that data to facilitate collection and analysis.

	Action Steps	Update
5:3-1	Identify data sets and individual data points that will be collected using district-wide student data software as selected in 5:2 necessary for reporting on district, state, and federal evaluation reports	<ul style="list-style-type: none"> • Data points for student demographics selected through SASID dictionary (statewide and federal system) • Local assessment data points need to be determined, will be complete when final assessments chosen • E-class electronic grading implemented 6-12 • Design of electronic elementary report card underway with Assistant Superintendent and software vendor
5:3-2	Develop procedures to guide teachers in the recording of student achievement and assessment information.	

STRATEGY #5 To create a process to analyze and utilize data to measure the success of each program supporting student achievement.

We will establish a school-community environment that values data as vital component of the decision-making process, a district capable of processing and utilizing and sharing data

Action Plan #4: Train teachers and staff to enter data and access data in the format that they require.

	Action Steps	Update
5:4-1	Specific training in the use of district-wide data software to be provided by the software vendor.	<ul style="list-style-type: none"> • Filemaker system for special education implemented and training near completion • District data package installed in April 04, district training in April, school training in May • August implementation for Hazard, Peace Dale, Farm and Center (last schools not on district system) • Middle School schedule training in April and May
5:4-2	On-going training from the software vendor as new features are added and new versions are created	
5:4-3	Local training in various software packages (spreadsheets, etc.) and the transfer of information from the student data system to them to assist in the analysis of the data.	



Exhibit 02

South Kingstown School Calendar 2022-23





South Kingstown School Calendar 2023-2024



August				
Mo	Tu	We	Th	Fr
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Cumulative days

September 19 days				
Mo	Tu	We	Th	Fr
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19

October 21 days				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

40

November 19 days				
Mo	Tu	We	Th	Fr
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

59

December 14 days				
Mo	Tu	We	Th	Fr
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Cumulative days 73

Dec 5th is counted as instructional day on May 23

January 21 days				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

94

February 16 days				
Mo	Tu	We	Th	Fr
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

110

March 20 days				
Mo	Tu	We	Th	Fr
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

130

April 17 days				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Cumulative days 147

May 22 days				
Mo	Tu	We	Th	Fr
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

169

June 11 days				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

180

July				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

BELL TIMES	
SKHS	7:30 AM - 2:02 PM
BRMS	7:40 AM - 2:10 PM
ELEMENTARY	8:53 AM - 3:13 PM
SKIP	AM SESSION 8:53-11:33 PM SESSION 12:33-2:50

Terms	
PreK-5	6-12
T1: Sept 5-Dec 6	Q1: Sept 5- Nov 8
T2: Dec 7-Mar 18	Q2: Nov 9-Jan 29
T3: March 19-June 19	Q3: Jan 30- Apr 9
	Q4: April 10-Jun 19

AUGUST
28 New Teacher Orientation
29 Orientation
30 Teacher PD
SEPTEMBER
4 Labor Day
5 First Day of School
25 Yom Kippur - <i>No after school or evening activities</i>
OCTOBER
9 Indigenous People Day
NOVEMBER
7 No School - Election Day & Teacher PD
10 Veterans Day
23 - 24 Thanksgiving Recess

DECEMBER
5 Asynchronous HS: PK-8 No School & PT Conferences
22 -31 Holiday Recess
JANUARY
1 New Years Day
15 Martin Luther King, Jr. Day
FEBRUARY
19 President's Day
19-23 Winter Recess
MARCH
10 Ramadan begins
29 Good Friday

APRIL
2 No School - Presidential Primary & Teacher PD
8 Ramadan Ends
15-19 Spring Recess
MAY
23 PK-8 Asynchronous; 9-12 no school senior projects
27 Memorial Day
JUNE
5 Last Day for Seniors * <i>Subject to change based on Make Up Days</i>
14 SKHS Graduation
17 Last Day
19 Juneteenth
20-28 Make Up Days

	1st and last day of school
	Orientation Day
	Professional Development
	No School
	Elem.-Middle Asynchronous
	High School Asynchronous

Holiday Observance: For those who notify the school of a holiday observance, absences are excused for the school day and extracurricular activities. Students will be allowed reasonable amount of time to reschedule any assessments, homework or project deadlines with their teachers.

Originally Approved by School Committee 4-25-2023
Revised - Approved by School Committee 6-27-2023

Exhibit 03

SKHS Senior Project Handbook





Welcome to your senior project experience at South Kingstown High School! In addition to gaining all your credits, you will have the pleasure of completing a senior project. The senior project process is an exciting opportunity which will allow you to explore your passions and interests outside of the regular school day academic activities usually associated with school. Choose something you love to do, so that you never have to treat it as work or a chore. Enjoy the process. Make connections with people in the community. Learn something valuable that you can apply to your post-secondary life.

The senior project is a multi-phased experience composed of writing a senior paper, mentoring, documentation of the process, production of a product, and finally, a presentation of all components to a panel of judges. All components must be completed in order to produce a successful final product.

Your teachers in the English and Social Studies departments will be your steady guides on this journey, but all members of the school community are invested in your successful completion of this project. It is a celebration-worthy, momentous event! Your senior paper and project teachers will guide your thinking and hone your ideas, provide you with valuable feedback, and celebrate your triumphs along the way. Although you will have to be responsible for your work and adhere to deadlines, you are not on your own in this process.

In addition to speaking to your teachers and all members of the school community, please read over this manual in its entirety as it will provide a clear picture of the expectations and parameters of the project.

Stretch your thinking. Dare to expand your horizons. Pursue the extraordinary.

Best of luck on your journey,
The Senior Project Team

SENIOR PROJECT FREQUENTLY ASKED QUESTIONS

Why do we have to do a senior project?

- Your Senior Project is a graduation requirement.
- In addition, your Senior Project should help you in the college admissions process and impress the scholarship committees.
- If you choose a topic that showcases your talents or helps to prepare you for your

major, you should be able to use it to your advantage in your essays and interviews. ● If you do not have plans to attend college, this Senior Project will provide an opportunity for networking and for honing invaluable employment skills.

What are the requirements of the Senior Project?

- During your junior year, you will choose a topic and begin looking for a mentor in that field.
- During your junior year, you will complete the Proposal Packet and submit it to your US History Teacher. Your teacher will then submit your proposal to the Senior Project Approval Committee.
- If your proposal is approved, you will be able to move forward with your project. ● During the summer between your junior and senior year, you are allowed to work on your senior project for no more than **5 hours** with your mentor.
- By the end of your senior year, you will have completed a total of **15 hours** with a mentor which you will complete during the school year.
- During your senior year, you will complete a research project (research paper, research proposal, and research reflection).
- You must also create a portfolio of your progress, as well as meet any requirements stated in your contract.
- You will have a digital portfolio for logs, calendars, and photo/video evidence. ● In May, you will present your project to members of the faculty and community at our Senior Project Presentation.

Can my Internship/CTE mentor be my senior project advisor?

- Your internship or your CTE mentor can be your senior project advisor. ● You will have to complete the number of hours you are required to complete for your internship or CTE and then add 15 hours on top of those hours to meet the requirements of the senior project.

Can I have more than one mentor?

- If you have a project that you believe would benefit from you obtaining more than one mentor, you can certainly have two.

What is the easiest topic?

- The easiest topic is a topic in which you are truly interested. Choosing a topic because someone else thought it was easy usually does not work out to be the easiest one for you.
- If your topic is not something that interests you, it will seem like work or a chore. However, if you choose something that interests you, the time seems to fly.

I have no idea what I should do. Where do I begin?

- Work with your teacher to brainstorm potential topics. Your teacher will work with

you in selecting the topic that will be the best one for you.

How much does it cost?

- Cost depends on the topic you choose. We **STRONGLY** encourage you to choose a topic with minimal to no costs. You **MUST** discuss this aspect of your topic with your parents/guardians.

How do I find a mentor?

- Find someone in our community who works as a professional or semi-professional (they should have licensure or certification or similar credentials) in the field you want to study.
- Contact them, explain the program, and ask if they will serve as your mentor. ● Look for classes in the community that are offered in the subject you are doing. Many times the teachers of those classes will agree to serve as your mentor.
- Network! Have your parents ask their friends and coworkers if they know of someone who might serve as your mentor.
- Mentors must be over 21 years old.
- You may not choose a relative.
- You may choose a family friend, a teacher, or a community member. However, please be respectful of people who cannot mentor you and decline the opportunity to do so as they may have conflicts in their lives which prohibit them from agreeing to mentor you.

TOPIC SELECTION GUIDELINES

The topic should be one in which you are highly interested, but not yet an expert. If you have studied and played the violin for many years, learning to play the violin would not be an appropriate topic. Such a topic would not yield much new learning for you and would, therefore, not qualify as a "learning stretch." If you wanted to use your "expertise," and compose an original piece of music or teach someone else to play the violin, that would demonstrate much more of a learning stretch, if it's not something you have already done.

Explanation of a Learning Stretch:

Academic Interest: A project may involve pursuing an area of academic interest in more depth than the student has been able to do at school. Examples: Volunteer at the Atlantic Shark Institute; collect and analyze statistics for the Atlantic Shark Institute.

Community Service: A project may involve carrying out community service which results in something benefiting the local community. This project should culminate in an end-product which reflects a learning stretch. Examples: Organize a beach clean up; promote recycling awareness; or work with a food pantry.

Personal Challenge: A project may involve taking on a personal challenge, extending your current skills and abilities in a significant way, and meeting it. Examples: Create your own chorus or learn to rock climb.

Career Interest: A project may involve pursuing a career of interest, gaining valuable insight into a potential occupation. Examples: Shadow a State representative; work on a campaign; help build a house; or observe a surgical procedure.

Learn a New Skill: A project may involve learning a new skill and presenting that skill. Examples: How to be a pastry chef; how to train a service dog; or how to sew a quilt.

The topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable. For example, a student choosing the topic First Aid would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty finding enough information. A more reasonable topic might be Lifesaving Techniques Used by Emergency Medical Technicians.

The research topic should be one that is intellectually and creatively challenging. Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual **s-t-r-e-t-c-h** for you and one that is worthy of investigation.

Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a service. Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.

Avoid choosing topics that might involve expenses that you are not prepared to handle. There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires you to go to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.

Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by South Kingstown Public Schools will not be approved. You may not;

- conduct a senior project that promotes or endorses hate speech.
- conduct experiments that are potentially explosive.

- handle poisonous or dangerous animals.
- investigate pornography web sites or other unsavory areas.
- connect your product to any type of weapon, drugs, or alcohol.
- depict any member of the community in a negative light or harm their image in any way.
- stage or contribute to a protest.

Before making your final choice, do some preliminary research. Investigate your main areas of interest to be sure that you can locate abundant research material to complete your annotated bibliography. This exploration might open new possibilities for your final topic.

Use good judgment when selecting your topic. Your Senior Project Advisor will not approve a topic unless there is clear evidence of a learning stretch. Not only must your topic be approved by your parents and your teacher, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Parents or guardians must also sign a waiver/consent form. Students must be actively engaged throughout the entire Senior Project process and therefore choosing a topic carefully and wisely will determine the success of the project. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected. All projects must be ethical, moral, and safe. Joining a team does not constitute a senior project. Mentors are mandatory and must have expertise in the topic area. Remember the sky is the limit!

WHAT ARE SOME POSSIBLE TOPICS?

A Senior Project should not be a canned topic that is generic to all. It should be unique to you. You should strive to choose something new for you. The goal is to stretch yourself and get outside your comfort zone. The following is a list of topics that have been done by seniors in the past. If your topic is not listed below, please ask your teacher to make sure it is an acceptable topic BEFORE the proposal deadline.

- | | | |
|-------------------------------|------------------------|-----------------------|
| Animation | Computer/web design | Cooking/Culinary Arts |
| App Development | Costume/Fashion design | Crochet/Knitting |
| Archery | Cycling | |
| Architecture | Dance/choreography | Directing |
| Authorship (book, play, etc.) | Dog Training | |
| Aviation/Auto restoration | Drawing | Event Planning |
| Ballroom Dance | Farming | |
| Bee Keeping | Fencing | |
| Boxing | Floral Design | |
| Broadcasting | Fly Fishing | |
| Carpentry | Graphic art/design | |

Horseback riding	Quilting
Interior design	Radio Broadcasting
Jewelry making	Rock Climbing
Kayaking (rafting)	SCUBA
Landscaping	Sewing
Learn a language (not taught at SKHS)	Sign language
Learn a musical instrument	Skiing
Martial arts	Snowboarding
Masonry	Stained glass
Meteorology	Surfing
Mosaics	Sustainability
Musical composition/production (w/ prior musical experience)	Tae Kwon Do
Painting	Video production
Photography	Webpage design
Pottery	Welding
	Woodworking/carpentry

*Remember this is just a list of topics that have been done in the past. Follow your passions/interests, but remember to check with your teacher for approval of topics, before you spend all of your time getting the packet together

PRODUCT REQUIREMENTS

A product reflects a learning stretch beyond the knowledge the student already possesses and demonstrates a connection to the research paper. Products must be student driven as evidenced by the documentation process and must be presented for judging.

Requirements:

- Must be selected, designed, and developed by the student.
- Products must be documented with photographs, videos, logs, letters, etc.
- Must be approved by Senior Project Advisors.

Examples of Products:

Physical artifacts: models, computer programs, pottery

Written artifacts: children's book, cookbook, play

Performance-based: choreography, recital, acting, music

Teaching: teach an academic lesson, observe a teacher and develop a unit plan

Leadership: coordinate an event or coach a team and develop a training plan

Career related: develop a program based on a job shadowing experience

Community Service: organize a food bank, coordinate a charity event

Non-Examples of Products:

- Presentation boards describing the research paper
- PowerPoint presentation or slide deck for the judging panel (PowerPoint or a slide deck can be used to show your product if it cannot physically be brought in)
- Put the student at risk
- Changed without the approval of Senior Project Advisors

STUDENT & MENTOR RESPONSIBILITIES

Student Responsibilities:

- Secure an appropriate mentor.
- Complete all required forms and agreements.
- Be punctual for all mentor sessions.
- Be punctual for all presentations.
- Communicate with your mentor as needed.
- Complete 15 hours with your mentor.
- Fulfill all elements of your contract.
- Write a mentor thank you note
- Present your Senior Project to a panel of community judges.

Mentor Qualifications and Responsibilities:

- Mentor must be a professional or semi-professional in the field.
 - Mentor must be at least 21 years of age.
 - Mentor must obtain a BCI (or Criminal Background) check from their home state and submit it to the school.
 - Mentor cannot be a family member or step-family member.
 - Mentor advises and assists student in planning and developing the project.
 - Mentor evaluates student's progress, product and time management ●
- Mentor signs and completes all evaluation forms.
- Mentor contacts the Senior Project Teacher (in a timely manner) to discuss any issues related to the project or student performance.

INTEGRITY

- All hours must be documented through the Mentor Log and the corresponding Verification of Mentor Hours Signature Sheet.
- The Mentor Log must provide a detailed description of ALL mentor hours documented on the Senior Project.
- Mentor Logs and Verification of Mentor Hours Signature Sheets that are missing signatures will not be accepted and those hours will NOT count.
- **ANY ATTEMPT TO FALSIFY HOURS OR FORGE THE SIGNATURE OF PARENTS OR MENTORS WILL RESULT IN DISCIPLINARY ACTION AND THE HOURS IN QUESTION**

WILL NOT COUNT.

- You are expected to complete the work on your project yourself. Having others complete portions of your work, copying the work of others, plagiarism, cheating or misrepresentation of any kind will result in penalties or disciplinary action. Your SKHS Academic honesty pledge also applies to the Senior Project.

SENIOR PROJECT AND SENIOR PAPER CALENDAR

The following dates must be adhered to unless the teacher makes changes. Specific deadlines will be provided by your teacher, this is simply a month to month breakdown to give you a time-frame. Modifications may result because of academic considerations or disruptions of the school schedule. Absences due to illness, field trips, or emergencies, do not extend due dates. Any exceptions will be made at the discretion of the teacher. Students are encouraged to communicate any special circumstances at the earliest possible moment.

US HISTORY CLASS SENIOR PROJECT (Junior Year)	
Spring Semester	
Month Due	Required Element
May	Choosing a Topic/Ethical Statement/Time-Cost Analysis
May	<ul style="list-style-type: none">● Mentor Agreement Letter● Senior Project Proposal● Senior Project Proposal “Yes” Test● Parent Guardian Consent Form● Student Acknowledgement Form and Liability Waiver● Parent Acknowledgement Form and Liability Waiver● Parent/Guardian Electronic Recording Release and Liability Waiver ●● Student Electronic Recording Release and Liability Waiver (if applicable)● Waiver and Release from Liability● Processed Criminal Background Check for Mentor● Project planning Calendar
May-June	Revised Senior Project Proposal (if Applicable)/Sign of Commitment
May-June	Planning Process Reflections
June	Last day for submitting a proficient Senior Project Proposal
SENIOR PAPER CLASS (Senior Year)	
Fall Semester	

September	Research Paper Topic
October	Research Paper Proposal and Five (5) Interview Questions
October	Preliminary Thesis and Annotated Bibliography

	(3 from blend of print and non-print sources* and 1 source**) complete and in MLA format. An ample variety of sources should be represented. **Interviewee <u>must</u> be identified, evaluated, and annotated in this document**
October	4 Note Cards from ONE source (and a printout/copy of source)
October	4 Note Cards (from at least 2 sources) 1. Label MAIN idea [will inform topic sentence of your paragraph]. 2. Place the author's name in the top right-hand corner. 3. Provide the specific page(s) number of the evidence for citation. 4. Use " " when quoting and provide speaker and context. 5. Write elaboration/analysis on a card in []. These sentences will be the "E" of PIE in your paper. **Thesis Graphic Organizer Due**
November	8 Note Cards This <u>third</u> round of cards (8 cards) might reflect additional sources needed to write an effective paper. **You must include at least 2 interview questions (no more than 3) & answers in your 8 cards**
November	8 Note Cards and Revised Thesis This <u>fourth</u> round of cards (8 cards) might reflect additional sources needed to write an effective paper.
November	Outline or Organization Plan
November	Two-Paragraph Intro.; Revised Thesis; Works Cited Formatted Correctly
December	Revised Intro.; Two Body Paragraphs; Revised Works Cited
December	Final Paper; "Yes Test;" <u>must be</u> submitted to TURNITIN.com & UPLOADED in Google Classroom
January	Revised Paper (if you did not reach proficiency)

Exam Period	Final Reflection
SENIOR PROJECT CLASS (Senior Year)	
Spring Semester	
February	Final day to turn in Product Planning Calendar
March	5 Hour Mentoring Time Log (and journal entries if applicable)
March	10 Hour Mentoring Time Log (and journal entries if applicable)

April	Thank you letter to the Mentor
April	15 Hour Mentoring Time Log (and journal entries if applicable)/Letter of Introduction to the Judges
May	Final Product/Senior Project Self-evaluation Reflection
May	Senior Project Portfolio Tour/"Yes" Test for Senior Project Portfolio Tour
May	Final date for completing Mentor Hours/Final Product/SP Portfolio Tour
May	Proficient Practice Presentation
May	SENIOR PROJECT PRESENTATIONS!!!!

Senior Project Course Description

In order to graduate from SKHS, all students must complete a Senior Project during the spring semester of their senior year. After successful completion of the Senior Paper class, seniors will be enrolled in the Senior Project class which is designed so that they will produce tangible evidence combining the knowledge gained in the research process and the experience in the field with a mentor. Students will be working on this in and out of school for a large part of the senior year. Students are required to present their Senior Project, which provides an opportunity for students to showcase the knowledge gained through the Senior Project experience to a panel of judges composed of teachers, staff, and community members. In addition to working on the Senior Project, students will be engaged in a civics curriculum designed to expose and develop students' understanding of domestic and international issues faced by Americans, including basic civic rights and responsibilities. This course is both student-centered and reflective. Consequently, when the students leave this course, not only

will they be college and career ready, but they will be better equipped to handle the demands and rigor of life.

Senior Paper Course Description

This course is a requirement for all SKHS students and is to be taken in the fall of their senior year. In preparation for the Senior Project Graduation Requirement, students will be supported in selecting and researching a topic that coincides with the focus for their Senior Project experience. Students will not only be guided and supported through the process of writing an extensive research paper, they will also be supported in writing resumes, cover letters, and college application essays. This course is both student-centered and reflective. Consequently, when the students leave this course, not only will they be college and career ready, but they will be better equipped to handle the demands and rigor of life.

Exhibit 04

SKHS Student Handbook





Respect yourself, others, and SKHS

SOUTH KINGSTOWN HIGH SCHOOL

215 Columbia Street
Wakefield, RI 02879
<http://hs.skschools.net>

Main: 401 360-1003
Guidance: 401-360-1004
Attendance: 401-360-1005
Athletics: 401-360-1017
TTY: 1-800-745-5555
2022-2023

PRINCIPAL

Dr. Chip McGair

ASSISTANT PRINCIPALS

Angela Christina
Jon Rapport

ATHLETIC DIRECTOR

Terrence Lynch

DEAN OF STUDENTS

TBA

SPECIAL EDUCATION COORDINATOR

Mary Beth Keating

SCHOOL NURSE

Ashley Narducci

SCHOOL RESOURCE OFFICER

Anthony Zoglio South Kingstown Police Department

Student School Day Arrival Time: 7:15am to 7:30am
Student School Day Dismissal Time: 2:02pm

Note: Students are expected to leave the building after dismissal (2:02pm) unless they are under the supervision of an adult.

[Link to the School Website](#)

SCHOOL MISSION

South Kingstown High School is proud to be a safe and respectful community of learners that recognizes and encourages the talents and potential of every student. We are committed to a rigorous curriculum that fosters and develops identified academic, civic and social skills. The 21st century Rebel is an independent, critical thinker who effectively participates in our diverse community.

We believe students learn best, first and foremost, when they assume responsibility for their own learning. It is incumbent upon the learning community to support them by providing the following:

- clearly communicated expectations
- varied support structures for all learners
- authentic learning opportunities both in and out of school
- instruction that meets all students' needs
- 21st century learning tools
- opportunities to employ critical thinking skills
- timely and constructive feedback
- teachers who are knowledgeable in content and method
- a positive, safe and supportive environment
- multiple opportunities to engage parents

SCHOOL IMPROVEMENT TEAM

The School Improvement Team's mission is to promote the academic experience of all students. Students, parents, and community members are encouraged to participate on this committee.

School Improvement Team Mission:

Through data analysis and informed decision making our goals are to improve curriculum and instruction, improve student support services, increase community and family involvement. Assure that professional development is meaningful and applicable, and to create a positive, inclusive and safe school environment.

South Kingstown [Vision of a Graduate](#)

The South Kingstown Rebels develop skills for success and resilience to rise against obstacles. They will triumph in the face of challenges as they meet the expectations of a graduate.

The 7Cs of Success: Critical Thinking, Creativity, Character, Communication, Collaboration, Citizenship, and Content Mastery

STUDENT ATTENDANCE

Studies have clearly demonstrated that there is a positive correlation between consistent school attendance and academic success. Classroom instruction is the most important activity at SKHS. Regardless of a student's ability and effort, classroom instruction and teacher-student interactions cannot be recaptured. Parents are urged to assist the school by supporting the [district attendance policy #8415](#).

It is the responsibility of the parent/guardian to encourage and monitor his/her child's school attendance, to report all student absences according to the district attendance policy and school procedures, and to work cooperatively with the school.

TEACHER RESPONSIBILITY

It is the teacher's responsibility to maintain an accurate record of daily attendance, report student's attendance to the attendance office for purposes of home communication, and hold students accountable for unexcused absences and tardies. It is also the teacher's responsibility to first communicate attendance concerns to students' parent(s)/guardian(s). Secondly, the teacher shall communicate attendance concerns to the dean(s) of students and school counselor.

DEAN(S) of STUDENTS' RESPONSIBILITY

It is the dean(s) of students' responsibility to monitor the attendance policy and procedures and to assist teachers in their efforts to improve student attendance. Deans will be responsible for communicating with the home of absent/tardy students via phone calls. It is also the dean's responsibility to work cooperatively with students, teachers, truancy officer, school counselors, administration, and parent/guardians to promote acceptable attendance habits.

ATTENDANCE DEFINITIONS

Excused Absences

Excused absences include a student's participation in an approved school-sponsored activity, suspension days, religious holidays, a pre-approved college visit, family emergencies (to be approved by an administrator), doctor or medical professional excused illness or injury (a note from a doctor or medical professional be submitted within 3 days of the absence), driving test, funerals, court appearance and acute or chronic illness. Students who are absent from a particular class with the permission of an administrator or a faculty member must verify the absence as excused through the attendance office.

Unexcused Absences

Every absence is considered "unexcused" even when a phone call by the parent/guardian has been received stating the specific reason for the absence by the attendance office. For an absence that is 1 or more days in length to be considered excused, a note from a doctor or medical professional must be received within 3 days of the absence. Student absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences.

Please note: Parental/guardian permission in and of itself is not recognized as a legitimate reason for absence.

SKHS Building Protocols for Attendance Incidents

Attendance Incidents:

- unexcused absences
- tardies to school
- unexcused early dismissals
- class cuts/reverse cuts

SKHS Attendance Interventions

- Phone call communication from Dean(s) of Students.
- Consequences for attendance incidents as defined in the infraction intervention chart.
- The MTSS team will meet regularly to discuss attendance related concerns. The team will work to support students in and out of school to promote regular attendance.
- The team will review attendance data regularly and create attendance plans for individual students and families.

Attendance Protocols

- First Stage: Whenever a student is absent without parent/guardian notification the school will contact his/her parent/guardian to ascertain the reason. When a pattern of absenteeism, tardy or early dismissals develop, resources within the school such as involvement of the school counselor will be utilized to improve the attendance.
- Second Stage: A minimum of five (5) cumulative unexcused absences, tardies and/or early dismissals may prompt a telephone call and written letter to the parent/guardian requesting an explanation. An internal review by the principal and/or support personnel may occur depending upon circumstances.
- Third Stage: After ten (10) cumulative unexcused absences, tardies and/or early dismissals a letter will be sent home and / or a conference will be scheduled with parents/guardians, the student, the principal/designee and other professionals as needed. A referral may be made to the truancy officer.
- Fourth Stage: After fifteen (15) cumulative unexcused absences, tardies and/or early dismissals a letter will be sent home and / or a conference will be scheduled with parents/guardians, the student, the principal/designee and other professionals as needed. A referral may be made to the truancy officer.

Truancy

A student is considered truant when he/she purposely stays away from school without parent/guardian permission. Students who miss school with parent/guardian permission, however, can be considered truant at the discretion of the administration.

TARDINESS

South Kingstown High School does not distinguish between excused and unexcused tardies. Students who have an outstanding personal or medical circumstance that prevents them from coming to school on time should speak to the attendance office and/or their school counselor and provide the appropriate documentation so that it can be noted in Skyward.

TARDINESS TO SCHOOL

- o Students who arrive to school late must sign in at the attendance office where they will have their tardy documented and then will be sent to class with a pass.
- o Arriving at school on time is defined as being in class on time, not just being in the building.
- o Parents will be notified by the automated telephone system each time their child is tardy to school.
- o After the fourth tardy of each quarter, students may receive an office detention for each subsequent tardy
- o Exceptions to this will be for tardies excused by a doctor's note or other recognized excused tardy, as determined by administration.
- o Students who arrive at school 30 minutes late or greater without an approved excuse will be treated as having cut a class, and may be subject to school action.

TARDINESS TO CLASS

- o Students who arrive to class late are required to have a pass. *A pass is defined as a tardy documented in Skyward by the attendance office, or a phone call or email from one staff member to another staff member indicating a student was with them.*
- o For students who arrive tardy to class for the first time without a pass, the teacher should give the student a verbal warning.
- o For students who arrive tardy to class for a second time without a pass, the teacher should contact home via email or phone call.
- o For students who arrive tardy to class for the third time without a pass, the teacher should give the student a teacher detention .
- o For students who arrive tardy to class for the fourth time without a pass, the teacher should document the incident in Skyward and the deans and or administration will take over and assign the next consequence, i.e., office detention.

CLASS CUTS (10+ minutes out of a class)...Please note there are no unsupervised out of classroom breaks for students, i.e., going for a walk without the teacher

- o Student Responsibilities
 - o Students are expected to attend every class
 - o Unauthorized absences from class are prohibited.
 - o All class cuts will be considered an attendance incident, in accordance with the SKHS building protocols.
 - o Students will be subject to potential consequences for each class cut (see Infraction Intervention Table).
- o Teacher Responsibilities
 - o Teachers will contact parents or guardians for each offense via email or phone call.
 - o Teachers will document each offense in Skyward.
 - o Teachers will refer students to MTSS for regular attendance concerns.
- o Administrative and Dean Responsibilities
 - o Administrators and Deans will assign timely consequences in accordance with the Infraction Table.
 - o Administrators will maintain communication with parents or guardians and teachers.
 - o Administrators will adhere to truancy protocols in accordance with the district attendance policy.

EARLY DISMISSAL

In keeping with our efforts to maximize instructional time, early dismissal from school is discouraged, and will be granted only for business that cannot be conducted after the close of school. Reasons for early dismissal could include but are not limited to: illness, doctor's appointment, court appearance, family emergency verified by the parent, or educational reasons given prior approval by the school administration. The nurse is responsible for early dismissals due to illness, and parent verification prior to dismissal is required.

Permission for early dismissal is granted by the Administration. A request for early dismissal must be submitted from a parent/guardian stating the specific reason for the dismissal and indicating a telephone for verification. All students who are approved to be dismissed early must report to the Attendance Office to sign out prior to leaving the building. Students returning to school must sign back into school at the Attendance Office.

Under no circumstances shall a student leave school without first reporting to the Attendance Office. Students not reporting to the Attendance Office prior to leaving school may receive a school consequence.

Additionally, students may not leave their assigned classroom to go to another classroom without teacher permission from both the sending and receiving teacher.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

In order to participate in a co-curricular activity sponsored by South Kingstown High School, students must be present in school during the day. Co-curricular activities include but are not limited to drama rehearsals and productions, proms, school dances, and athletic practices and competitions. **Exceptions for any absence or dismissal on these days must have prior approval of an administrator.** Advisors/coaches are responsible for monitoring student attendance to determine which students are eligible to participate on the day of the activity. **Students who arrive later than 9:00 am or leave prior to 12:30 pm will not be allowed to participate in a SKHS-sponsored afternoon or evening activity without prior approval.**

EIGHTEEN YEAR OLDS

While 18-year old students are allowed to sign themselves out of school, their parents/guardians will be contacted noting the early dismissal.

MAKE-UP WORK

The responsibility for **make-up work** due to missing class time lies with the student. A student who has missed class time must contact the teacher within two days to obtain make-up work. The teacher and student can decide upon a mutually agreeable timeline for the work to be completed.

APPEAL PROCESS

Students and/or parents who feel aggrieved because of action taken as a result of any section in these regulations may appeal said action to the school administration level at which the action was taken. Further appeals may be taken to the Superintendent of Schools and finally to the School Committee. Further appeals after the School Committee decision may be taken through the process as defined in Title 16 of the General Laws of Rhode Island.

HALL PASSES

Passes will be distributed at teacher discretion. If prompted by an adult, students are obligated to identify which class they have left and where they are going. Please note that missing 10+ minutes of class is considered a class cut.

ADVISORY

The purpose of advisory is to provide students with a personalized space at school in each of their four years of high school. Students are expected to attend advisory each session, like any other class. If students wish to meet with another teacher or staff member during advisory they must obtain permission in advance.

HOMEWORK REQUEST

A request for homework may be made for any excused absence of two or more days, and homework can be picked up 24 hours after request made. Call the guidance office to submit a homework request.

MESSAGES FOR STUDENTS

The clerical staff has been instructed not to accept telephone messages for students from anyone other than parents/guardians. Further, parents are requested to restrict their calls to unusual or unforeseen reasons.

Students may **not** order food or any other delivered items during school hours.

AFTER SCHOOL REGULATIONS

Students are encouraged to remain after school to participate in extracurricular activities, to obtain extra help when needed, and to complete make-up work. **It should be noted, however, that loitering in or around school after the end of the normal school day is not allowed.**

LATE BUS

A late bus is provided at approximately 3:15 pm for students who remain after school for school-related business. Students should wait for the late bus in the attendance office entrance of the building and are required to adhere to all regular rules of bus conduct.

LIBRARY

The library is open for student academic use every period of the week unless otherwise noted. Students must be under the supervision of a teacher. Students must have permission from the library media specialist and classroom teacher before going to the library.

STUDENT INFRACTIONS

ACTIONS

The following description of the school's options as they apply to violations of the school code of conduct:

Parent/Guardian Conference: Serious or repeat offenses may require a parent/guardian conference among the parties involved to discuss the issues and attempt to resolve the source of conflict.

Alternative Education Program (AEP): Students assigned AEP, which is a modified school day where they will have access to their educational services, will report to the designated room at the beginning of the school day.

Detention: Students assigned detention by a dean of students or administrator must report to the assigned location **by 2:10 PM (note: Friday detention begins at 1:20 PM)** and remain until dismissed. Detention will be assigned for one hour. Failure to report and/or ejection from an assigned detention will result in additional consequences as determined by a dean of students or administration.

AEP/Detention Expectations

- Cell phones, smartwatches, earbuds, and other electronic communication devices are to be handed in upon entering the room and will be placed in a designated holder. All devices will be returned at the end of the school day.
- All students are to be escorted to and from the restroom and cafeteria.
- One student is to be using the restroom at a time. Restroom breaks are limited to once a period.
- There are no student breaks or walks. Students are to remain in the room and sit quietly in their assigned seat for the entire duration of their AEP time. If a student has a plan requiring breaks, this will be done by walking with a service provider to a destination (i.e. Social Worker, Special Education Teacher/Case Manager, Student Assistance Counselor, Psychologist, etc.). Students who are leaving AEP for service time must remain with an adult the entire time and escorted from place to place.
- Students should complete all assignments from their classroom teachers in either Google Classroom or teachers should provide paper copies of assignments when possible. Students have access to support from their teachers, but must either receive support in the AEP room or be escorted to and from their teacher.
- Students may have water on their desk, but are not to eat unless it is during lunch or morning snack time. Morning snack will be at the start of second period, and lunch will be at the beginning of the lunch period. Students will be escorted to get a lunch in the cafeteria if needed and will be escorted back to the AEP room to eat their lunch.
- Students who do not comply with any of the rules and expectations above will be referred to administration and required to serve an additional day of AEP. Students must serve time assigned as a consequence for their actions. Part of that time is following the rules and expectations listed, with a goal of returning to their regularly scheduled classes after the time is served.
- **Only students assigned to AEP are permitted to be in AEP.** No other students are permitted to stop at or enter the room for any reason.

Suspension from School (Out of School Suspension or OSS): Students may be suspended from school for a period not to exceed ten school days, following the procedures outlined in [Policy #8305](#). **Suspended students are not allowed on school grounds for the duration of their suspension.** Suspended students found on school property will be subject to potential police involvement for trespassing. (Note: Suspended students are prohibited from participating in all activities until reinstated). Students must attend a re-entry meeting with a parent/guardian upon their return from suspension.

Expulsion from School: In extreme cases and for certain offenses, students may be expelled from school for a period of more than ten days. Such actions are governed by the guidelines established in [Policy #8305](#).

POLICIES

It is impossible to anticipate all of the situations that may occur in a high school, but this handbook attempts to outline the most important conduct guidelines for our students. The school rules that follow and the

district-wide policies outlined in Policies [#8315](#) and [#8305](#), attempt to provide a safe and orderly school environment. A chart outlining consequences for most infractions begins on page 15.

Insubordination: In order to ensure a learning environment that is safe and orderly, it is essential that all students follow the direction and requests of all school personnel. Policy [#8305 II.A \(4\)](#) speaks to the deliberate refusal to obey a member of the school staff, i.e., any administrator, teacher, or aide. Examples of such directives might include but not be limited to: being asked to leave a classroom to report to the office; being asked to report to the office from the hallway, cafeteria or other location of the school; being asked to remain silent; being asked to move seat locations in a class; being asked to relinquish any personal electronic device or other material or equipment.

Truancy: Students absent from school without parental permission and a valid excuse (such as illness or family emergency) will be considered truant. Parents will be notified of the truancy. A student who is truant or excessively absent or tardy will be referred to the truant officer or to truancy court as per RI State Law #16-19-1 and South Kingstown School District Policy [#8415](#).

Leaving School Without Permission: Students are not allowed to leave school without permission. In case of personal emergency or extreme need, students should seek out a building administrator or the school nurse to secure permission to leave..

Removal from Class for Disruption: Students who disrupt class will be escorted away from the classroom to a designated location. In such instances, students must report directly to the office of the Assistant Principal or Dean where they will remain until a conference about the problem can be held.

Alcohol and Drugs (including vaping paraphernalia used for drugs): The use of alcohol or drugs before school, during school, or prior to any school activity is a violation of school policies and will be dealt with according to the penalties outlined in Policy [#8305](#). Any offense involving alcohol, drugs or paraphernalia (including but not limited to vaporizers) will result in school action in accordance with Policy [#8310](#). Athletes should consult the district's Access to Excellence policy found in the Athletic Handbook.

Tobacco/nicotine ("vape") use and/or possession of tobacco or vape products: Possession of tobacco, nicotine devices ("vape") products and/or use of them on school property is prohibited at all times (before, during, after school). Students determined to be in possession of tobacco and/or nicotine ("vape") products shall receive the same school action as if they had been determined to be using these products. As a result, students should clearly understand that no tobacco products are to be brought upon school grounds.

Cell Phone/Laptop/Electronic Device Use: Students may use school-issued electronics, such as laptops, during class time for academic purposes with teacher permission. Students may not use personal electronic devices, such as their smartphones, during class or personal learning time for any purposes. Students may use personal electronic devices in their advisories with teacher permission, as well as in the hallways during passing time, and lunch. During class or personal learning time, students have the choice of either (a) turning their personal electronic device(s) over to their teacher upon arrival to the classroom to be placed in a secure location, such as a smartphone caddy, or (b) keeping their electronic device turned off and in their personal bag.. Electronic devices that are visible or audible during class or personal learning time will need to be turned over to the teacher upon request. Electronic devices which are turned over during class or personal learning time will be returned at the conclusion of the period.

- A minor violation is the use of a personal electronic device during class or personal learning time. Minor violations should initially be addressed by the classroom teacher, and if the student is non-compliant, the student remains in class and is referred to the dean.
- A major violation is the use of a cell phone or other device to video record, audio record, or photograph any student or staff member without his or her consent. Under no circumstances is this permissible.
- **Students are not to record their teacher/peers/classroom on a live stream of class, this is considered a major violation of the electronic device usage rules.**

Consequences for violations are outlined in the Infraction Table. In addition to those consequences, administration will consider other actions for major violations on a case-by-case basis, including (but not limited to) removal from class, bullying/harassment investigation, or police involvement.

Policy #8305: This policy of the South Kingstown School Committee outlines the Suspension/Expulsion policy and procedures for the school district. Section II of Policy #8305 outlines "breaches of conduct on school

property, school transportation, or at any school sponsored activity.” Students should read this policy, which appears at the end of this handbook, and familiarize themselves with the rules contained therein, for violation of any of these rules constitute grounds for potential suspension/expulsion from school.

Confederate Flag: The Superintendent of Schools has given the Administration the authority to control the display of the Confederate Flag in our school. Any student displaying this symbol of racism will be disciplined following school policy.

INFRACTION INTERVENTION TABLE

Infraction	First Offense	Second Offense	Third Offense	Four or more
Arson/Fire regulation violation	5-10 OSS Possible rec for expulsion	Recommendation for expulsion	Recommendation for expulsion	Recommendation for expulsion
Assault/battery of student/staff	5-10 OSS Possible rec for expulsion	Recommendation for expulsion	Recommendation for expulsion	Recommendation for expulsion
Bomb Threat	Recommendation for expulsion	Recommendation for expulsion	Recommendation for expulsion	Recommendation for expulsion
Trespassing (i.e. entering the building when dismissed, suspended out of school, or during non-school hours/days)	Up to 3 days AEP Potential police involvement	Up to 5 days AEP Potential police involvement	Up to 5 days AEP Potential police involvement	Up to 5 days AEP Potential police involvement
Disorderly Conduct with potential harm to self or others	Up to 3 days AEP or OSS	Up to 3 days AEP or OSS	Up to 5 days AEP or OSS	Up to 10 days AEP or OSS
Disorderly Conduct without potential harm to self and others	Office detention up to half day of AEP	Office detention up to full day of AEP	Multiple days of AEP (TBD)	Multiple days of AEP (TBD)
Harassment/sexual Harassment/Hazing	Up to 3 Days AEP or OSS, referral to counselor/police	Up to 5 Days AEP or OSS, referral to counselor/police	Up to 5 Days AEP or OSS, referral to counselor/police	Up to 10 Days AEP or OSS, referral to counselor/police
Verbal Threat/Intimidation	Up to 3 days AEP or OSS	Up to 3 days AEP or OSS	Up to 5 days AEP or OSS	Up to 10 days AEP or OSS
Skipped AEP	Dismissal and full day AEP	Dismissal and full day AEP	Dismissal and 2 days AEP	Dismissal and 2 days AEP
Sexual Misconduct	Office detention up to half day of AEP Referral to Student Assistance Counselor	Office detention up to full day of AEP	Multiple days of AEP (TBD)	Multiple days of AEP (TBD)
Non-Compliance/Refusal to Attend Class	Dismissal and full day AEP	Dismissal and full day AEP	Dismissal and 2 days AEP	Dismissal and 2 days AEP
Dress Code Violation	Parent Contact - Change of Inappropriate Article of Clothing	Parent Contact - Change of Inappropriate Article of Clothing	Office Detention Parent Contact - Change of Inappropriate Article of Clothing	Office Detention Parent Meeting - Change of Inappropriate Article of Clothing
Bullying/ Cyberbullying	Up to 3 Days AEP or OSS, referral to counselor/police	Up to 5 Days AEP or OSS, referral to counselor/police	Up to 5 Days AEP or OSS, referral to counselor/police	Up to 10 Days AEP or OSS, referral to counselor/police
Weapons	Up to 10 Days OSS Possible rec for expulsion	Recommendation for expulsion	Recommendation for expulsion	Recommendation for expulsion
Gambling	Warning, parent contact	Friday detentions	AEP	AEP

Cut class	Office Detention	Two Office Detentions	Parent Conference and half day AEP	Hallway Restriction and full day AEP
Tardiness to School - Students must acquire Main Office pass to attend class	Parent Contact	Parent Contact	Parent Contact	Parent Contact/ Office Detention
Tardiness to Class	Warning	Parent contact by Teacher	Teacher Detention	Office Detention
Truancy	See Attendance Policy	See Attendance Policy	See Attendance Policy	See Attendance Policy
Cut detention	Detention following day	Additional detention	Half day AEP	Full day AEP
Fighting/ Physical Contact	Up to 5 days OSS or AEP Referral to Mental Health Team	Up to 10 days OSS or AEP	Up to 10 days OSS Recommendation for expulsion	Recommendation for expulsion
Theft	Restitution Up to 5 days AEP Parent conference	Restitution 5 days AEP Parent conference	Restitution 5-10 days AEP Parent conference	Restitution 5-10 days AEP Parent conference Recommendation for expulsion
Failure to attend teacher detention	1 office detention and parent contact	1 office detention and parent contact	Parent conference and half day AEP	Hallway restriction and full day AEP
Insubordination/ Disrespectful Behavior	Half day AEP	Full day AEP	Parent meeting/Full day AEP	Multiple days AEP
Under influence OR in possession of alcohol/drugs/vaping	Dismissal Up to 3 days AEP Referral to Student Assistance Counselor /Mental Health/ Police Referral	Dismissal Parent Meeting Up to 5 days AEP Potential Police Referral	Dismissal Up to 5 days AEP Potential Police Referral	Dismissal Up to 10 days AEP Potential Police Referral
Dealing drugs	Dismissal Up to 5 days AEP/OSS Referral to Student Assistance Counselor/Mental Health/ Police referral	Dismissal Up to 10 days AEP/OSS Police referral Consideration for expulsion	Dismissal 10 days AEP/OSS Recommendation for expulsion Police referral	Dismissal 10 days AEP/OSS Recommendation for expulsion Police referral
Leaving School Grounds/ Out of Bounds	Office Detention	Two Office Detentions	Parent Conference and half day AEP	Hallway Restriction and full day AEP
Forgery	AEP	Parent Meeting 2 AEP	2 or more AEP	2 or more AEP
Tobacco/nicotine ("vaping") use and possession of tobacco/nicotine products	Dismissal Up to 3 days AEP Referral to Student Assistance Counselor /Mental Health/ Police Referral	Dismissal Parent Meeting Up to 5 days AEP Potential Police Referral	Dismissal Up to 5 days AEP Potential Police Referral	Dismissal Up to 10 days AEP Potential Police Referral
Parking/Moving violations on school grounds	Office detention	AEP/Lose parking privileges for one month	Lose parking privileges for three months	Lose parking privileges for remainder of school year
Profanity/Obscene language	Teacher or Office detention	Teacher, Office detention, or half day AEP	Multiple office detentions or full day AEP	Multiple office detentions or full day AEP Parent Meeting

Vandalism/Property Misuse/Damage	Restitution or Community Service Up to 3 days AEP If student safety is compromised, then up to 3 days OSS	Restitution or Community Service Up to 5 days AEP If student safety is compromised, then up to 5 days OSS Parent Meeting	Restitution or Community Service Up to 5 days AEP If student safety is compromised, then up to 5 days OSS Referral to School Resource Officer	Restitution or Community Service Up to 10 days AEP If student safety is compromised, then up to 10 days OSS Referral to School Resource Officer
Cell Phone/Laptop/Electronics Violation (minor)	Warning and parent contact Teacher detention	Office detention and parent contact	Office detention or half day AEP and parent contact	Multiple office detentions, parent contact and/or AEP
Cell Phone/Electronics Violation (major -used to photograph, audio record, video record others w/o permission)	Up to 2 days AEP, parent conference	Up to 3 days AEP, device confiscation during school hours in main office Parent meeting	Up to 5 days AEP or OSS (if harassment/cyberbullying determined), device confiscation during school hours in main office	Up to 5 days AEP or OSS (if harassment/cyberbullying determined), device confiscation during school hours in main office Parent must pick up device daily
Hate speech, i.e., using speech that is demeaning to a person's race, gender, sexual orientation, national origin, ethnic group, religious group, disability, etc	Up to 3 Days AEP or OSS, referral to counselor/police	Up to 5 Days AEP or OSS, referral to counselor/police	Up to 5 Days AEP or OSS, referral to counselor/police	Up to 10 Days AEP or OSS, referral to counselor/police
Admitting others into the school building through any entrance during school hours without permission	Parent Contact and/or Office Detention	Parent Contact and Office Detention	Half Day of AEP	Full Day of AEP

If a student's conduct warrants, administration may assign "Social Probation" for a length of time exceeding student suspension or other consequences.

REGULATIONS FOR CO-CURRICULAR ACTIVITIES

South Kingstown High School recognizes its responsibility to provide a variety of intellectual, educational, and recreational activities for all students.

Students are encouraged to attend social, athletic, and other events offered by the school, and proper decorum is expected at all times. In some instances a deadline for arrival may be established, and students will not be permitted entrance after the stated deadline. Any students determined to be causing a problem or exhibiting inappropriate behavior will be asked to leave and may be placed on social probation.

Included in this policy, and subject to social probation, is inappropriate behavior at any athletic contest, home or away, or any SKHS-sponsored events. Examples of inappropriate behavior include, but are not limited to: use of obscene language; rowdiness; entering onto the court or playing field during the contest; threatening comments or gestures directed at any member of the opposing team.

Co-curricular activities shall include but not be limited to all school dances, proms, concerts, class trips, plays, SKPADES, athletic events on school property or other similar activities. In addition, it should be noted that seniors who exhibit inappropriate behavior during the period of senior week activities at the close of the senior year may not be permitted to participate in any remaining activities, including graduation.

Students should understand that violation of any school rule or School Committee policy at one of these activities shall result in the imposition of penalties as established in this handbook and the Athletic Handbook.

These regulations pertain to students' behavior during all co-curricular activities of the high school in addition to behavior by the students immediately before and after the activities while the students are on school property.

BREATHALYZER POLICY (Policy #8310)

South Kingstown School Department seeks to maintain a safe school environment for all students during school-sponsored events. SKHS reserves the right to randomly select students to submit to a breathalyzer test at school events to further a safe and secure environment.

DANCE RULES

In addition to the rules listed above, the following rules apply to school dances, including proms:

1. All dances, with the exception of proms, begin at 6:30 pm and end at 9:30 pm. Students may not leave school dances prior to 9:00 unless prior parental arrangements have been made.
2. Admission to dances will close thirty (30) minutes after scheduled start time.
3. If guests are allowed at a dance, they are permitted entrance only if registered previously with the administration and accompanied by an SKHS student.
4. Students who leave a dance prior to its conclusion may not re-enter.
5. Students may not loiter on school grounds prior to, during, or after school dances.
6. Students who appear in any way under the influence of drugs or alcohol will be asked to submit a breathalyzer test. If the test reads positive, the students will be removed immediately from the dance and parents will be notified. Adjudication of this infraction will comply with [Policy #8305](#).
7. Students are expected to demonstrate appropriate, respectful behavior including their dress and style of dance. Inappropriate, disrespectful behavior will result in the student being removed from the dance and a parent/guardian will be notified to pick up that student. Students who misbehave may lose the privilege of participating in future co-curricular activities.

FIELD TRIP GUIDELINES (Policy #7120)

A field trip is an extension of the school itself, whether on the bus to or from the site or while at the site itself. Expectations for student behavior and adherence to school rules apply on all field trips as they do at school. Students causing a problem on any field trip may be excluded from field trips for the remainder of the school year. Any student who has accumulated excessive absences may be excluded from participation in field trips. The administration may consult with all of the student's teachers prior to making a final determination on this matter. Students accepting the privilege of attendance on any field trip, do so with the knowledge that the school (through its teacher chaperones) has the right to search any student and/or his/her belongings.

FIRE DRILLS

Upon hearing a fire alarm, students are to exit the building quickly and quietly, following the directions of staff members. All students are to report to the area designated for their classroom where attendance will be taken. Students are instructed to regard all fire alarms seriously and to respond to all directives from staff members without question.

LOCKDOWN PROCEDURE

In the event of a lockdown, students are instructed to respond to the directives of staff members.

EXPECTATIONS FOR SENIORS

I. Graduation

Seniors may only participate in the graduation ceremony if they have completed their proficiency-based graduation requirements, i.e. having earned all required credits, completed and presented their senior project, and completed all necessary comprehensive course assessments.

II. Exemption Policy for Senior Final Exams

Seniors will be exempt from taking a final exam in an individual class regardless of class length (quarter, semester, or year) provided:

- A. The student's average must be an 80% or above. If the student qualifies for exemption, their on-demand task or final exam would be the average grade of the third and fourth quarters.
- B. The student has not been suspended in his/her senior year.
- C. The student has accrued six or less unexcused absences during the second semester. Excused absences include, but are not limited to college orientation, funeral, or sickness with a doctor's note.
- D. All laptops, athletic uniforms, library books and/or textbooks must be handed in.

CARE OF SCHOOL PROPERTY

It is the responsibility of all students and staff members, to help maintain the cleanliness of the building. Therefore, all students are urged to do their part in picking up after themselves and properly disposing of refuse.

Students are responsible for books and materials issued in their name and will be required to pay for any school property that is lost, damaged, or defaced. Students may not receive final report cards until all obligations have been met. In addition, students may be placed on https://docs.google.com/document/d/13h9eYrXdAGsASo1baf54oD0jdzuLG6fq4g_-CQOyOLk/edit?usp=sharing at the beginning of the following school year until all obligations have been met.

Vandalism is addressed as a violation and is outlined in Policy [Policy #8305](#). Deliberate destruction or defacing of school property of any kind shall result in a period of suspension, a period of school probation, restitution, and possible referral to the policy. Vandalism of personal property will also result in school actions against the offending individual(s).

STUDENT LOCKERS

1. Lockers should be kept locked at all times; it is the responsibility of the student to protect books, clothing and personal belongings. **South Kingstown High School is not responsible for lost or stolen property.**
2. Broken/inoperable lockers should be reported for repair to the administration immediately.
3. Lockers may not be defaced; this includes the requirement that no stickers are to be placed either inside or outside of any lockers under any circumstances.
4. Student lockers remain the property of the school department and are thus subject to inspection if circumstances warrant.
5. At the close of the school year, the student shall be responsible for emptying the locker and returning it to the condition in which it was received. In instances in which this does not occur, this will be considered an obligation addressed under "Care of School Property."
6. If a student is issued a locker that contains vandalism, the student must report this to administration immediately.

STUDENT DRESS CODE

I. PURPOSE

The purpose of the South Kingstown School District dress code is to maintain a safe learning environment where all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

1. Maintain a safe learning environment in classes where protective or clothing that supports the activity is needed
2. Allow students to wear clothing that expresses their self-identified gender
3. Allow students to wear religious attire, including any headwear, without fear of discipline or discrimination
4. Prevent students from wearing clothing that depicts, advertises, or advocates any offensive/violent acts or language

II. GUIDELINES

The South Kingstown School District dress code language applies to all students in grades PK-12.

- Students **MUST** wear
 - clothing on a top, bottom, and feet
 - clothing that covers undergarments – waistbands and bra straps excluded
 - opaque fabric that covers all private areas
 - clothing and footwear suitable for all scheduled activities including physical education, science labs, wood shop, and other activities where unique hazards exist as outlined in any supplemental dress codes
- Students **MUST NOT** wear
 - clothing that depicts, advertises, or advocates any discriminating, offensive, or violent acts, such as;

- the use of alcohol, tobacco, marijuana, or other controlled substances
- pornography, nudity, sexual acts, or obscene gestures
- hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- gang affiliations

III. ENFORCEMENT

To ensure effective and equitable enforcement of this dress code, the dress code must be enforced consistently adhering to the parameters outlined below. These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities.

Enforcement should be consistent with the school's overall safety plan. Compliance with the dress code should be enforced consistently with comparable behavior and conduct violations. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the administration.

- The loss of class time should be kept to a minimum with the least impact on learning
- Students cannot be forced to wear clothing that is not theirs
- Parents/guardians should not be called during the day to bring alternative clothing unless requested by the student
- Consequences should not be given disproportionately based on gender, race, body size, body maturity
- Students should not be shamed or measured in front of the class for what they're wearing

STUDENT DECORUM

Students using inappropriate language shall be subject to school action. Inappropriate language includes, but is not necessarily limited to, obscene, vulgar statements or comments with sexual connotations; defamatory comments that reflect upon a person's race, creed, religion or ethnic origin; and, other comments deemed inappropriate for a school setting.

In order to ensure the health and safety of our students and staff, it may become necessary at times for school personnel to conduct searches of students and/or their belongings. Refusal to cooperate with these searches will result in administration contacting parents and/or police as well as school action.

STUDENT VEHICLES AND PARKING

Only seniors with parking permits affixed to their vehicles are allowed to park in the student parking lot. Seniors must register their vehicles with the school administration. A limited number of parking spaces are available.

Student Vehicles and Parking Guidelines:

- a. Student vehicles are not to be parked in any areas designated for staff.
- b. Students who use their vehicles to leave school without prior parental approval will have their parking privileges revoked and be penalized for leaving school without permission.
- c. Student vehicles are to be operated in a safe and reasonable manner at all times and are limited to a speed not to exceed ten miles per hour.
- d. Students are not to permit others to ride in the back of pickup trucks. Student-driven vehicles are to proceed in the parking areas in conformity with the directional arrows painted on the pavement.
- e. Unnecessary/excessive noise may result in loss of parking privileges.
- f. South Kingstown High School is not responsible for damaged or stolen property associated with the parking of any vehicle on school property.
- g. Vehicles parked on school property are subject to search if warranted.

Any vehicles parked in an unauthorized area or parked without a student parking sticker properly affixed shall be subject to ticketing or towing at the owner's expense.

VISITORS AND GUESTS

All persons with official school business must report directly to the Attendance Office or Main Office to receive a Visitor's Pass. Persons on school grounds without such authorization may be subject to arrest for trespassing. Prior permission from a building administrator, at least one day in advance, is required for all

student guests at the high school. Guests at the high school will remain with their host for the entire day and are required to comply with all the rules and regulations of the school.

ACADEMIC REQUIREMENTS, GRADING AND POLICIES

South Kingstown High School prides itself on its outstanding academic reputation and the many accomplishments of its students. Students are asked to review the following requirements carefully and direct any questions to school counselors, administrators, or teachers. Please see <http://hs.skschools.net/Guidance> for full details on diploma requirements.

GRADUATION BY PROFICIENCY REQUIREMENTS TO EARN A SOUTH KINGSTOWN HIGH SCHOOL DIPLOMA [Policy 8435](#) and [Policy 8440](#)

I. A minimum of 24 content mastery course credits

- 4 credits in English
- 4 credits in Mathematics *
- 3 credits in Social Studies (to include U.S. History)
- 3 credits in Science (to include 2 lab courses)
- 2 credits in Physical Education
- 1 credit in Health Education

7 course credits in electives – may include:

- o Fine Arts
- o World Languages
- o Year-long and semester electives
- o Special Education courses
- o Workshop Courses

*The fourth credit in Mathematics may be earned in a non-Mathematics course that meets math- related criteria. Courses that meet these criteria are so noted in their course descriptions and are listed online at <http://hs.skschools.net/Guidance/Program of Studies>.

II. A student's content mastery grade is based entirely on his/her achievement as measured against content and grade-level learning standards. A passing grade, therefore, serves as evidence of the achievement of proficient-level work.

III. A successful completion of Senior Project will serve as a graduation requirement. Students are required to present their Senior Project once it is completed to a panel of judges who will deem if the project meets the requirements.

Students who are in danger of not graduating because they are not on track with their Senior Project, may be subject to removal from their extracurricular activities until they are back in good academic standing. The Athletic Director and Assistant Principal will oversee this process.

COURSE SELECTION

South Kingstown High School expects to offer all courses in this Program of Studies. However, certain courses may be deleted or combined depending on enrollment, staff availability and school committee approval. Students should select their courses very carefully, choosing as challenging a program as one can in order to keep as many alternatives after high school graduation available as possible. Students are urged to respond to their special abilities and interests and to consider their possible future educational and vocational plans as each student completes his/her graduation by proficiency and diploma requirements.

South Kingstown High School offers Honors and Advanced Placement (AP) courses that are designed to challenge the student who wishes to explore a particular topic in depth. Advanced Placement and/or Honors courses are demanding and require that the student conference with the subject area teacher and receive a faculty recommendation. Teacher recommendation is based on an assessment of the student's potential to meet the rigorous expectations of these advanced level courses. Any student who has failed to receive the aforementioned faculty recommendation must submit a completed waiver form at the time of course selection.

Note that several courses offered at South Kingstown High School permit students to earn concurrent enrollment credit through Rhode Island College and the University of Rhode Island. Such courses are identified in the course descriptions organized by department. Please keep in mind that courses offering concurrent enrollment credit include tuition and fees as determined by the institution of higher education.

As students choose their courses, the school counselors will assist students in making wise selections. Their advice should be sought, as well as that of parents/guardians and teachers. Parents and guardians who have questions are urged to call the School Counseling Office (360-1004). **Every effort will be made by school personnel to see that graduation by proficiency and credit requirements are met, but the final responsibility for meeting the requirements for graduation rests with the student, and their parents/guardians.**

SCHEDULE CHANGES

Students will choose courses for the following year after conversations with their teachers, school counselors and families in January and February. March 5 is the deadline for any changes to the courses selected. All classes must be chosen carefully, as counselors will be unable to make changes after the course request form submission date deadline has passed in early March. ***Please note: Our school master schedule for the 2021-2022 school year will be created based on students course selections, current course academic success and teacher/family conversations.***

ADD/DROP PERIOD (the first 10 days of first semester and the first 10 days of second semester for a .5 credit course)

- Once the master schedule has been completed in mid-June, students and families will have the opportunity to request a course change which will be processed based on course availability and with a parent note.
- Counselors will be available one week prior to the opening of school for course changes based on course availability and during **the first 10 days of first semester and the first 10 days of second semester for a .5 credit course** for course changes, with a parent note and based on course availability.

Any change after the ADD/DROP period will not be made except for compelling circumstances. An example of a compelling circumstance is a medical issue that would necessitate a change to a student's schedule in the interest of his/her personal health and well being. In this example, documentation from the student's physician would be required prior to adjusting a student's schedule.

If there is an error on a student's schedule, (for example, a student was enrolled in an incorrect second year course requiring a prerequisite), the student's school counselor will make the necessary correction.

Student course requests may not always be accommodated even if the course request form is submitted on time. Class size or section conflicts may prevent a student from receiving his/her choice of elective or content courses.

An approved drop of a given course after the first marking period of that course will reflect a "Withdrawn Failing" or "Withdrawn Passing" for withdrawal on the student's transcript.

Extended Absence: Students who will be absent for an extended period of time are responsible for requesting school work from their teachers. The individual teachers will establish the time limits for completion, and all make-up work must be finished/submitted within this time period.

Alternate Diploma Program

A special provision can be made for the student who gains admission to an institution of higher education at the end of three years without completing all of the graduation by proficiency and credit requirements for a South Kingstown High School diploma. **The diploma is awarded after successful completion of 1 year of full time (12 credits per semester) post- secondary study as approved by the Administration and completion of all graduation by proficiency requirements, to include Senior Project, arts proficiency, technology**

proficiency and evidence of proficiency of the South Kingstown High School Student Learning Expectations. Students who are interested in this diploma option should speak with their school counselor during the fall of their junior year.

Concurrent Enrollment Programs

Concurrent Enrollment Programs are open to 9th, 10th and 11th graders to meet graduation requirements for credits and/or required proficiencies (arts or technology). Students will be permitted to take one college course a semester which can count towards one-half credit course (or one-half of a year-long core subject course) at South Kingstown High School. If a student wishes to take courses totaling more than one-half of a high school credit per semester, he/she must receive approval from the principal prior to registration.

Completion of **Early Access to College Courses – Concurrent Enrollment** contract by all appropriate parties and the provision of all required program materials is required prior to registration/enrollment in a post-secondary course and to receive graduation credits for successful completion of the selected college course. Additional information and/or the appropriate forms may be obtained from the student’s school counselor.

Credit Recovery Programs

Retaking a Course

Students who receive a grade of a F may take a credit recovery course on Edmentum if they pass a semester and have a final grade above a 55%. Some exceptions exist and will be determined by the school administration and guidance department. **However, the grade received will not replace the previous grade when computing Grade Point Average (GPA) or class rank and duplicate credit will not be granted.**

Summer School Programs

A student’s eligibility for summer school based on South Kingstown High School policies must be determined prior to registration/participation in any credit recovery program. Students must meet with counselors to determine their eligibility and options for summer school.

Enrollment in summer school programs offered by local school departments is an acceptable means of earning credit for a failed course. In addition, students may use approved online programs , credit recovery programs offered by adult education programs, post-secondary institutions, as well as RIDE certified teachers for one-on-one tutoring. Students and parents/guardians must meet with the student’s school counselor to determine the best credit recovery option for the given student.

SKHS Grading/Assessment System

The content mastery grade is the grade that is reported on student transcripts and computed for grade-point average and class rank.

Content Mastery Grade	Numerical Equivalent	Traditional	Honors/AP
A+	97-100	4.67	5.33
A	93-96	4.33	5.00
A-	90-92	4.00	4.67
B+	87-89	3.67	4.33
B	83-86	3.33	4.00
B-	80-82	3.00	3.67
C+	77-79	2.67	3.33
C	73-76	2.33	3.00
C-	70-72	2.00	2.67
D+	67-69	1.67	2.33
D	63-66	1.33	2.00
D-	60-62	1.00	1.67
50-59: Failure, no credit			

Content Mastery Grade

Definition

- The Content Mastery Grade will reflect the student’s level of academic performance in relation to the course content standards assessed for a particular marking period. This performance will be measured by course summative assessments.

- The Content Mastery Grade will not include behavioral factors, such as class conduct and class participation.
- Homework will count for no more than 10% of a student's content mastery grade.

How is the Content Mastery Grade determined?

- The content mastery grade is determined primarily by student performance on summative assessments
- When assigning student grades, it is necessary to take into consideration the following:
 - different courses and subject areas define proficiency in different ways, and utilize different metrics to assess individual students (i.e. an art grade may be determined differently than a math grade)
 - it is necessary and appropriate that all students receive feedback that is consistent and universally understood, for the purpose of clarity and post-secondary reporting

Grading Matrix

Summative Assessment Score	Content Mastery Letter Grade	Student Performance Description
96.5-100%	A+	Distinguished Command of Content Standards
92.5-96.4%	A	Distinguished Command of Content Standards
89.5-92.4%	A-	Distinguished Command of Content Standards
86.5-89.4%	B+	Strong Command of Content Standards
82.5-86.4%	B	Strong Command of Content Standards
79.5-82.4%	B-	Strong Command of Content Standards
76.5-79.4%	C+	Moderate Command of Content Standards
72.5-76.4%	C	Moderate Command of Content Standards
69.5-72.4%	C-	Moderate Command of Content Standards
66.5-69.4%	D+	Unsatisfactory Command of Content Standards
62.5-66.4%	D	Unsatisfactory Command of Content Standards
60-62.4%	D-	Unsatisfactory Command of Content Standards
50-59.9%	F	Unsatisfactory Command of Content Standards
Incomplete	I	More Information Needed to Determine Student Performance Level
N/A	S	Satisfactory Attainment of Course Expectations (applies to only certain courses)
N/A	U	Unsatisfactory Attainment of Course Expectations (applies to only certain courses)

Learner Quality Score

The Learner Quality Score measures the tangible outcomes of each student's adherence to the school-wide learner qualities. They are the "Big Four", as follows:

- Work Completion
- Class Participation
- Meeting Deadlines
- Class Attendance

These qualities are measured on a 4-point scale:

4- the student rarely, if ever, fails to meet each of the "Big Four" qualities

3- the student consistently meets all "Big Four" qualities, but with some missteps

2- one of the "Big Four" qualities is met only sporadically by the student

1- two or more of the "Big Four" qualities are met only sporadically (or not at all) by the student

Protocols for Reassessments and Revisions

Purpose: South Kingstown High School believes that all students are capable of achieving proficiency on college and career-ready standards. We also recognize that all students learn differently, and that a system of structures and supports is necessary to assist students in meeting proficiency on our high standards. Our assessment system protocols are designed to serve as a system to support all students.

South Kingstown High School Assessment System: Students at South Kingstown High School receive a content mastery grade. This grade is reported to parents on the report card and to colleges on the official transcript. This grade is determined by student performance on course summative assessments (also known as content mastery assessments), which are directly aligned to college and career-readiness standards. These assessments measure the essential knowledge and skills that students need to demonstrate in order to earn a diploma. Because of the importance of these assessments, it is expected that students persevere through challenges in order to show proficiency, even if it requires more than the initial attempt. Furthermore, it is the responsibility of South Kingstown High School to provide a structure of support for students to show proficiency on these assessments.

Content Mastery Assessments Defined

1) Major Summative Assessments (i.e. tests, lab reports, major projects)

- a) Individual major assessments must be weighted heavier towards a student's content mastery grade
- b) re-assessment process/opportunities apply to all major summative assessments (i.e. unit tests, extended projects, performance based assessments)

2) Minor Summative Assessments (i.e. quizzes)

- a) Individual minor assessments must be weighted significantly less than a major assessment towards a student's content mastery grade
- b) re-assessment process/opportunities MAY apply, at the teacher's discretion (i.e. quizzes, reading checks, etc.)
- c) Minor assessments can also be used to guide future instruction

3) All courses will assign Major Summative Assessments. Not all courses will assign minor summative assessments.

Assessment Process: When students are assigned a major summative assessment, there are two possible outcomes:

1) The student demonstrates proficiency on the assessment

- a) The student has met a minimum proficiency level and is ready to move on to receive instruction on new material.
- b) For each particular assessment, proficiency is determined by the classroom teacher. It could be defined by a percentage grade,, a scoring rubric, or some other measurement.

- c) For students who achieve proficiency, the decision to allow students to improve their grade is determined by the classroom teacher. This would have to be consistent among teachers who share common courses.

2) The student fails to reach proficiency on the assessment, they may reassess with the following procedure

- a) Proficiency on assessments is achieved by earning a grade of at least 70%. When students score below proficiency, they will have an opportunity for reassessment by completing an error analysis, reflection, or revision of the problems, prompts, questions, etc. they responded to incorrectly on the original assessment.
- b) Students may only reassess one time per major assessment.
- c) Students have up to one week after the major assessment is returned to reassess for grade improvement.
- d) Major assessments submitted or completed after the original deadline may not be eligible for reassessment.
- e) Midterms and Final exams are not subject to the reassessment policy because they are a final comprehensive assessment of content previously assessed, i.e., an on-demand assessment of content mastery. Students possess all the tools to be ready for these assessments through prior instruction, assessment, and where applicable reteaching and reassessment.
- f) Reminder: Reassessment is subject to all appropriate accommodations and modifications as defined for a particular student, e.g. IEP, 504, ML

Re-Assessment Responsibilities: The intention of this process is for teachers to work with students at meeting proficiency on summative assessments.

1) Teacher Responsibilities

- a) Teachers are expected to utilize multiple communication methods to ensure students are aware of re-assessment dates and deadlines.

2) Student Responsibilities

- a) Students are expected to demonstrate the SKHS learner qualities, specifically:
 - i) attend class regularly
 - ii) complete all assigned work designed to prepare students to meet content mastery standards
 - iii) meet all deadlines for assigned work
 - iv) participate in class activities
- b) Students are expected to make a genuine attempt to achieve proficiency on the first attempt at a summative assessment, and must indicate a sincere intention to improve their performance.
- c) Students may be required to complete work prior to their reassessment attempt

How Grades Are Computed

Year-long Course: Semester 1 AVG = 40% Q1 + 40% Q2 + 20% Mid-year exam
 Semester 2 AVG = 40% Q3 + 40% Q4 + 20% Final Exam
 Final Average = Average of Semester 1 and Semester 2

Semester Course: Each quarter = 40%, mid-year or final exam = 20%

Honor Roll

The Honor Roll for each academic quarter is computed as follows:

Honor Roll	3.00-3.99	
High Honors		4.00 +
National Honor Society		4.00 (GPA eligibility is only one qualifier for admittance to NHS)
RI Honor Society		3.33 at 7 th semester

A grade of "I" (Incomplete) excludes a student from Honor Roll status. Physical Education grades are not weighted in this Honor Roll computation, and all students must maintain a minimum of five major subjects. **A grade of "U" or "F" or automatically disqualifies a student from the Honor Roll.**

Honors/AP GPA Quality Points

Classes designated in the Program of Studies as Honors, AP, or credit bearing for a College or University will receive Honors/AP GPA Quality points.

Report Cards

Students and parents will receive notification of student grades through report cards issued at the end of each quarter of the school year, and students will hand carry report cards to their parents/guardians at the end of the first, second, and third quarters. Report cards are mailed from the school to the address of record of each student at the end of the fourth quarter. These reports include a grade in each course, exam grades when appropriate, and comments from teachers about student progress, attitude, and conduct. Quarter closings for this year are as follows:

Progress Reports

During the school year all students will receive Progress Reports at the mid-point of each quarter to notify parents about academic concerns and/or progress. These reports will be made available through the school's student information system.

Promotion Policy

Promotion to the next grade level is based on earned credits, according to the following standard:

Sophomore:	6.0 credits
Junior:	12.0 credits
Senior:	17.0 credits

MID-TERM AND FINAL EXAMS

All students are required to take mid-term and final examinations in all courses, except those for which other arrangements have been made. These exams are scheduled over a four-day period (January and June), and students are required to report to school only for scheduled or make-up exams. The exams are scheduled for one hour and forty-five minutes each and count as one fifth of the grade for the semester. Students, who for good reason, are not able to be at school for the assigned time slot for a mid-year or final exam must consult with the teacher to plan the make-up time.

Students must take their semester and final exams at the designated time. Any exception to the designated schedule must be approved by administration. A student who does not take a semester or final exam as regularly scheduled and fails to notify the attendance office prior to that exam may receive a zero for the exam grade.

SCHOOL POLICY ON MAKE-UPS FOR MISSED EXAMINATIONS (Mid-Term and Final Exams)

Students who miss an examination for unapproved reasons must take the exam at the earliest possible date in order to earn class credit. The student shall receive a grade of no higher than fifty for the examination missed.

Students who miss an examination for an excused absence (verified by administration) shall receive make-up privileges under the following conditions.

1. Students who have been absent for an extended period of time prior to an examination shall be given an equivalent period of time upon their return to prepare for the examination.
2. Students who have not been absent for an extended period of time prior to an examination may be expected to complete their make-up the day of their return to school.
3. In all cases in which make-ups are given, the time of the examination shall be arranged to a time convenient to the teacher. This may require the student to remain after school, miss a sport or other activity, work, etc. It shall be the responsibility of the student to arrange his/her schedule accordingly, prior to returning to school.

STUDENT OBLIGATIONS THAT MUST BE MET PRIOR TO END OF THE SCHOOL YEAR:

Students are responsible for laptops, books and materials issued in their name and will be required to pay for any school property that is lost, damaged, or defaced.

Withdrawal from School

If a decision has been made to not continue to attend South Kingstown High School, an alternative learning plan must be developed (per R.I.G.L.16-67.1-3). The student between the ages of sixteen and eighteen must participate in an approved alternative-learning plan that has been approved by the superintendent and must be designed to provide an alternative, age appropriate, rigorous and relevant educational program that provides continued work toward earning a high school diploma or its equivalent. Students and parents/guardians with questions should contact their child's school counselor.

Academic Honesty

South Kingstown High School believes in upholding the highest standards of integrity and academic honesty. It is expected that all students meet these standards in their academic work. Examples of infractions include (but are not limited to) the following:

- Intentionally copying the original work of another
- Intentionally allowing others to copy your original work
- Plagiarizing material from a source

Teachers have access to turnitin.com where they can review submitted student work to check for plagiarism.

- If a case of plagiarism arises, the teacher will address the student(s) and contact the parent/guardian.
- Teacher will work with students to determine a course of action to rectify the incident. Possible solutions include, but are not limited to:
 - Resubmission
 - Penalty on grade
 - Alternate assessment

Students with multiple plagiarism cases can be referred to Administration/Deans. However, the teacher will determine the course of action for the student(s) involved.

School Insurance

Medical Insurance is available to all students in the high school. Forms are available in the main office at the beginning of the school year and must be returned promptly with full payment included.

Student Assistance Program

South Kingstown High School has a full-time Student Assistance Counselor, who is available to meet with students who have school and/or personal problems that impact their performance in school. Short-term individual and group counseling is available for students with specific needs, and referrals to community agencies and counselors are also made upon request. Referrals to the Student Assistance Counselor can be made by teachers, administrators, parents and students.

CO-CURRICULAR ACTIVITIES

All students at South Kingstown High School are encouraged to become involved in the activities offered at the high school, both during and after the school day. The following list includes the activities offered on an annual basis, and other activities are available periodically as special events, which students may learn about through the daily announcements.

ATHLETICS

FALL:	Football, Cross Country (Boys and Girls), Field Hockey, Soccer (Boys and Girls), Tennis (Girls), Volleyball (Girls)
WINTER:	Basketball (Boys and Girls), Wrestling, Gymnastics, Indoor Track (Boys and Girls), Swimming (Boys and Girls), Hockey (Boys)
SPRING:	Baseball, Softball, Track (Boys and Girls), Volleyball (Boys), Tennis (Boys), Golf, Lacrosse (Boys and Girls)

In addition, intramural athletic activities are offered each year, dependent on student interest and faculty supervision. Individual participation in interscholastic league sports not offered by the school may be available.

AWARDS AND SCHOLARSHIPS

We are fortunate to have the support of many local organizations and clubs who provide academic incentives for our students. Notice of awards and scholarships will be printed in the Guidance Newsletter. Scholarship opportunities for seniors are available weekly in the Senior Bulletin and on the Internet at hs.skschools.net.

RELEVANT SCHOOL DEPARTMENT POLICIES

HIV INFECTED

[Policy #1220](#)

HAZING

[Policy #1225](#)

RESPECTFUL AND PEACEFUL SCHOOL COMMUNITY

[Policy # 1230](#)

BULLYING

[Policy # 1231](#)

NON-DISCRIMINATION

[Policy # 1236](#)

Members of the point team are Chip McGair (Principal), Jon Rapport (Assistant Principal), Karen Amber (Health Teacher), Anne Marie DiMatteo (School Psychologist), Barbara Crudale (Director of Guidance), Bob Cherella (School Psychologist), Terry Lynch (Director of Athletics, PE, and Health)

SCHOOL VISITATION

[Policy #1250](#)

ANTI-RACISM, ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

[Policy #1261](#)

MEAL CHARGE

[Policy #3500](#)

CHILD ABUSE REPORTING

[Policy # 4205](#)

MEDICATION

[Policy # 5141](#)

FIELD TRIP

[Policy #7120](#)

TECHNOLOGY

[Policy #7205](#)

INTERNET FILTERING

[Policy #7210](#)

WELLNESS

[Policy #7751](#)

STUDENT CONFIDENTIALITY

[Policy #8220](#)

SUSPENSION/EXPULSION

[Policy #8305](#)

STUDENT CONDUCT

[Policy # 8315](#)

ASSAULT AND ILLEGAL WEAPONS POSSESSION

[Policy #8320](#)

BUS DISCIPLINE

[Policy #8325](#)

LEGAL CUSTODY

[Policy #8410](#)

ATTENDANCE AND TRUANCY

[Policy #8415](#)

HIGH SCHOOL GRADES AND HONORARY DIPLOMA POLICY

[Policy #8435](#)

DISTRICT INFORMATION

Educational Records and Confidentiality - *Annual Notification of Rights*

The South Kingstown School Department makes educational records available to parents or eligible students (students over the age of eighteen) according to the Family Educational Rights and Privacy Act (FERPA). As a parent or eligible student, you have the following rights:

- The right to inspect and review the student's education records
- The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
- The right to consent to disclosure of personally identifiable information contained in the student's education records.
- Directory type information may be disclosed without consent in a manner consistent with FERPA and the South Kingstown School Department policy regarding education records. If you do not want directory information released, you may use the form below to file such a request.
- Information must be disclosed to military recruiters unless you request otherwise. You may use the form below to file such a request.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school department to comply with the requirements of FERPA.
- A copy of the school department policy regarding education records is available in the school and the Office of the Superintendent of Schools or online at skschools.net.

MISSION

The mission of the South Kingstown School Department, formed by a partnership of family, staff, and community is to develop enthusiastic life-long learners who possess the knowledge, values and skills necessary to be responsible citizens in a global society by providing an appropriate curriculum which challenges and excites the learner and a dynamic learning environment which expands an appreciation of cultural diversity and individual needs.

PROGRAM AND CURRICULUM INFORMATION

As you become familiar with your child's school program, questions may arise about curriculum and instruction. Any questions you have about the school or curriculum should be directed first to your child's classroom teacher and the principal. However, some issues are outside the control of the local school and many decisions that affect our children are made by the School Committee and the South Kingstown School Administration.

The South Kingstown School Department Administration (401-360-1300) or TTY (1-800-745-5555) is located at 307 Curtis Corner Road, Wakefield, RI 02879, behind Curtis Corner Middle School. The Superintendent is Mr. Mark Prince. Curriculum and instruction are the responsibilities of Mrs. Ginamarie Masiello, Assistant Superintendent. School bus routes and policy, and food services are the responsibility of the Director of Maintenance/Transportation, Brian Mahoney. Pupil Personnel Services and Special Education are the responsibility of [Charity Shea](#). Terrence Lynch is the Director of Athletics and Doug Snow is the Technology Director.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

The first place to become involved is your child's school. The elementary schools all have a parent teacher group, either PTO or PTA. There is a group at the middle school level called, Concern for Youth. South Kingstown High School has a Parent-Teacher Group. All schools in the district either currently are or soon will be site-based managed. They need and want parental participation on School Improvement Teams and other committees. The principal at each school should be contacted about these opportunities to serve.

At the district level there are committees organized by the School Administration and School Committee that have parent and community members. In addition, the PTO's have district level teams which meet each month on the second Thursday at 3:30 p.m. at the Administration Building. This meeting serves as a forum for coordinating the various activities and events during the school year and as a place where topics of district wide interest can be discussed.

SOUTH KINGSTOWN SPECIAL EDUCATION LOCAL ADVISORY COMMITTEE

The South Kingstown Special Education Local Advisory Committee (SELAC) is a group of parents, professionals, and concerned citizens who have come together to advocate for all children in the Town of South Kingstown who have special education needs. One of the committee's most important functions is that of providing advice and support to parents whose children are either in a special education program or are being evaluated to see if they need special services.

Exhibit 05

SKHS Program of Studies



SOUTH KINGSTOWN HIGH SCHOOL

Program of Studies



2023-2024



SOUTH KINGSTOWN HIGH SCHOOL

2023-2024 PROGRAM OF STUDIES TABLE OF CONTENTS




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<u>DEPARTMENT COURSE DESCRIPTIONS</u>
● English Department
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● World Languages Department
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SOUTH KINGSTOWN HIGH SCHOOL





A Vision of a South Kingstown Graduate The 7Cs of Success

The Rebel Preamble

The South Kingstown Rebels develop skills for success and resilience to rise against obstacles. They will triumph in the face of challenges as they meet the expectations of a graduate.

Word	Symbol	Meaning	Students who demonstrate this skill will...
Critical Thinking		SK graduates conceptualize, apply, analyze, synthesize, and evaluate information that is read, observed, or gathered from or by experience, reflection, reasoning, or communication, as a guide to a belief, understanding, or action.	<ul style="list-style-type: none"> • apply knowledge and creativity to develop an understanding of their effects on society and the environment. • interpret a variety of sources, relate knowledge gained to self and community, make predictions, and solve problems in real world situations. • ask questions, make predictions, design experiments, and collect and analyze data to understand a problem and propose a course of action. • synthesize, reflect on, and analyze own and others' work.
Creativity		SK graduates use their imagination to create original ideas, turn those ideas into reality, and explore alternate perspectives.	<ul style="list-style-type: none"> • create role plays, projects and other artistic creations. • formulate original research projects. • demonstrate creativity by producing unique solutions. • find innovative ways to better the community. • develop creative solutions utilizing alternative means to acquire content knowledge.
Character		SK graduates demonstrate honesty, integrity, responsibility and courage. They strive for continuous personal growth by practicing self-discipline, reflection, and loyalty.	<ul style="list-style-type: none"> • demonstrate academic integrity by adhering to the guidelines and norms expected in an academic setting. • follow appropriate academic research guidelines. • demonstrate good sportsmanship. • appropriately use technology. • give back to the community through various volunteer opportunities, internships, community-based projects, and performances. • strive for continuous growth through self-awareness and reflection. • build collaborative relationships inside and outside the classroom. • engage in academics to their personal best ability. • become an independent learner and take

SOUTH KINGSTOWN HIGH SCHOOL

			<p>responsibility for their own learning through goal setting, self-reflection, and problem solving.</p> <ul style="list-style-type: none"> ● reflect and act on their beliefs and values to demonstrate decision-making skills for reaching their post-secondary goals.
Communication		SK graduates participate effectively in a variety of speaking, listening, and writing opportunities.	<ul style="list-style-type: none"> ● communicate effectively through written expression. ● apply knowledge to interpersonal conversations and public speaking. ● actively listen and respond to the ideas of others in an articulate manner. ● use technology to enhance communication. ● use multiple formats to articulate ideas, both formally and informally. ● self-advocate and take responsibility for outcomes by <ul style="list-style-type: none"> ○ communicating with a purpose. ● construct and critique evidence to respond to others' ideas.
Collaboration		SK graduates work with others effectively and respectfully, contributing to a desirable, shared outcome from a collaborative effort.	<ul style="list-style-type: none"> ● provide peer mentoring. ● participate in group thinking and discussion. ● listen and respectfully respond to the ideas of others. ● observe and identify the strengths of others when working within a group. ● work in small and large groups, share the workload, and take responsibility for outcomes.
Citizenship		SK graduates engage in school and community activities and take on civic responsibilities.	<ul style="list-style-type: none"> ● improve the South Kingstown and global community and understand the challenges faced by citizens around the world. ● generate plans that can affect social change. ● make connections with outside local and global sources to solve relevant problems. ● understand civics and the role and responsibilities of the individual in a democratic government. ● demonstrate the ability to initiate and take leadership roles.
Content Mastery		SK graduates, with in-depth, varied content knowledge, are ready for postsecondary education and opportunities across industries, disciplines, and careers.	<ul style="list-style-type: none"> ● understand the world and the role history plays in complex, modern issues. ● be able to read, understand, and analyze information from a variety of sources ● communicate ideas effectively through written and spoken language. ● become young adults who will be able to make positive life decisions by understanding the importance of being

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			<p>physically and</p> <ul style="list-style-type: none">o emotionally healthy. <ul style="list-style-type: none">• demonstrate creativity in visual and/or performing arts.• demonstrate content and skills mastery in life, physical, and earth science by being able to design and execute steps for solving problems that relate to the natural and built environments.• problem solve real world mathematical scenarios and apply mathematical concepts to various STEAM opportunities.• learn skills in the academic, personal, social and career exploration areas that will allow for real life opportunities.• integrate knowledge and perspectives gained.
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SOUTH KINGSTOWN HIGH SCHOOL

GRADUATION BY PROFICIENCY DIPLOMA SYSTEM

Students who earn a diploma from South Kingstown High School participate in the Rhode Island Board of Regents for Elementary and Secondary Education Graduation by Proficiency Diploma System. In order to earn a diploma and graduate from South Kingstown High School, students are required to show proficiency through earning 24 credits and an approved proficiency based demonstration of learning.

GRADUATION BY PROFICIENCY REQUIREMENTS TO EARN A SOUTH KINGSTOWN HIGH SCHOOL DIPLOMA

I. A minimum of 24 Carnegie Units (credits)

- 4 credits in English
- 4 credits in Mathematics (see Appendix for more information)
- 3 credits in Social Studies (to include U.S. History)
- 3 credits in Science (to include 2 lab courses)
- 2 credits in Physical Education
- 1 credit in Health Education

7 credits in electives and/or support courses – to include:

- o World Languages
- o Year and semester-long electives
- o Special Education courses

Curtis Corner Middle School (CCMS) has aligned Spanish 1, French 1, and Algebra 1, and CS Discoveries 1 & 2 (both must be taken for HS 1.0 credit) curriculum with the South Kingstown High School Curriculum. If an incoming ninth grader has earned a C or better in these courses at CCMS, the course and 1.0 credit for each course will be recorded on the high school transcript. Grade point average quality points from a CCMS course are not calculated into the high school grade point average.

II. Presentation of Senior Project (components include Senior Project Proposal, Senior Paper, Presentation Digital Portfolio and presentation of Senior Project)

SOUTH KINGSTOWN HIGH SCHOOL

COURSE SELECTION

South Kingstown High School expects to offer all courses in this Program of Studies. However, certain courses may be deleted or combined depending on enrollment, staff availability and school committee approval. Students should select their courses very carefully, choosing as challenging a program as one can in order to keep as many alternatives after high school graduation available as possible. Students are urged to respond to their special abilities and interests and to consider their possible future educational and vocational plans as each student completes his/her graduation by proficiency and diploma requirements.

Please note: Our school master schedule for the 2023-2024 school year will be created based on students course selections, current course academic success and teacher/family conversations.

As students consider their course options for next year, the school counselors will assist students in finalizing their course requests. Students will be scheduled for 8 periods, including at least 7 credits of course work with the option of Personal Learning Time for up to one period. **Student course requests may not always be accommodated once the master schedule is developed, even if course requests are submitted on time. Students may not receive all of their course requests due to scheduling conflicts, limited course capacities or specific course omissions from the schedule.**

South Kingstown High School offers Honors, College Credit courses and Advanced Placement (AP) courses that are designed to challenge the student who wishes to explore a particular topic in depth. Advanced Placement, College Credit and/or Honors courses are demanding. A discussion with teachers or department chairperson is recommended to assess a student's potential to meet the rigorous expectations of advanced level courses.

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SCHEDULE CHANGES

Students will choose courses for the following year after conversations with their teachers, school counselors and families in November/December. All classes must be chosen carefully, as counselors will be unable to make changes after the course request submission date deadline has passed in early March. **Please note: Our school master schedule for the 2023-2024 school year will be created based on students' course selections, current course academic success and teacher/family/school counselor conversations. Courses will run in 2023-2024 provided there are 15 students or more interested in taking the course.**

ADD/DROP PERIOD (the first 6 days of first semester and the first 6 days of second semester for a .5 credit course)

- Once the master schedule has been completed in mid-June, students and families will have the opportunity to request a course change which will be processed based on course availability and with a parent note.
- Counselors will be available one week prior to the opening of school for course changes based on course availability and during **the first 6 days of first semester and the first 6 days of second semester for a .5 credit course** for course changes, with a parent note and based on course availability.

Any change after the ADD/DROP period will not be made except for compelling circumstances. An example of a compelling circumstance is a medical issue that would necessitate a change to a student's schedule in the interest of his/her personal health and well-being. In this example, documentation from the student's physician would be required prior to adjusting a student's schedule.

If there is an error on a student's schedule, (for example, a student was enrolled in an incorrect second year course requiring a prerequisite), the student's school counselor will make the necessary correction.

Student course requests may not always be accommodated even if the course request form is submitted on time. Class size or section conflicts may prevent a student from receiving his/her choice of elective or content courses.

An approved drop of a given course after the first marking period of that course will reflect a "Withdrawn Failing" or "Withdrawn Passing" for withdrawal on the student's transcript.

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ADVANCED PLACEMENT COURSES

Students who enroll in Advanced Placement (AP) courses are required to complete the appropriate AP exam in May. Payment and on-line registration for the exam will be required during the first weeks of school.

Students who fail to pay the requisite fee (anticipated \$100/exam fee) school year or do not return the AP Contract, provided the first day of class, will be withdrawn from the class.

Students who are eligible for free/reduced lunch and/or are experiencing family financial difficulties are eligible for assistance in paying the AP exam fee; students should speak to their school counselor before returning the contract.

Students who plan on enrolling in AP courses should pay close attention to the course descriptions for these courses and note that there may be required summer assignments that must be completed prior to the start of the school year. Required summer assignments are provided to students prior to the end of the school year by the appropriate AP teacher of the course for the upcoming school year.

NOTE: College Board requires all students to register for AP Exams online. Information regarding registering online will be distributed to students and families in September, however it will be the student's responsibility to register.

EARLY COLLEGE, DUAL AND CONCURRENT ENROLLMENT POLICY

SKSD School Committee Policy #8445

Purpose:

The purpose of the Dual Enrollment Policy is to support the enrollment of South Kingstown School District students in courses designed to provide an early college experience, with the opportunity to earn college credit(s). This policy fulfills the requirements of R.I. Gen. Laws § 16-100-3(a) and § 16-100-4.

Definitions:

Concurrent Enrollment: A secondary student earns postsecondary credit by enrolling in a course offered through the South Kingstown High School's Program of Studies (the "Program of Studies") that is taught by a South Kingstown School District teacher

SOUTH KINGSTOWN HIGH SCHOOL

pre-approved by the postsecondary institution(s). Concurrent enrollment courses include Advanced Placement (AP) courses, Advanced Course Network courses, as well as college, university, or career and technical center programs of study in which articulation agreements are available.

Dual Enrollment: A student is enrolled in a secondary school while simultaneously enrolled part-time or full-time (typically as a non-matriculating student) at a postsecondary institution, such as a community college, college, or university. This category includes but is not limited to on-campus courses, distance learning (online) courses, and hybrid courses.

Early College Enrollment: A senior who is accepted and enrolls as a full-time postsecondary student in a degree program may elect to substitute that program for his/her senior year.

Postsecondary Institution: Institutions of higher education.

Eligibility:

Concurrent Enrollment: Beginning in 8th grade, students who have completed all prerequisite courses are eligible to participate in concurrent enrollment courses offered in the Program of Studies on a space available basis. Specific prerequisite courses are identified in the Program of Studies.

Part-Time Dual Enrollment: Beginning in 11th grade, students who have completed all prerequisite courses are eligible to participate in part-time dual enrollment courses on a space available basis. Specific prerequisite courses are identified in the Program of Studies. College courses not presently offered through the High School's Program of Studies or Community College of Rhode Island's Running Start program must be pre-approved by the student's building principal in order to count as credit toward a student's high school diploma. Students are encouraged to seek pre-approval prior to enrolling in such courses.

Full-Time Dual Enrollment: Beginning in 12th grade, students who have completed all prerequisite courses are eligible to participate in dual enrollment courses on a space available basis. Specific prerequisite courses are identified in the Program of Studies. Full-time dual enrolled students must enroll at the Community College of Rhode Island. The commissioner of postsecondary education may provide a waiver to a student to enroll at Rhode Island College or the University of Rhode Island.

Early College Enrollment: Beginning in 12th grade, students who have completed all prerequisite courses are eligible to participate in early college enrollment on a space available basis. Specific prerequisite courses are identified in the Program of Studies.

In addition to the foregoing requirements, students must also meet the eligibility requirements of the board, network, program, or postsecondary institution to enroll in early college, dual or concurrent enrollment courses.

Eligibility may be denied or withdrawn by the building principal for students who:

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- are not on track to graduate and/or have not met graduation benchmarks outlined in the Program of Studies;
- have achieved a GPA below 3.0;
- are chronically absent or tardy; and/or
- engage in serious misconduct that would justify a long-term suspension under SKSC Policy 8305, or that impacts the operation of the instructional program under SKSC Policy 8315;

As a condition of participation in early college and dual enrollment courses, students or parents must agree in writing to allow for a complete exchange of information.

Eligibility Waiver Requests:

Students who have not yet entered the 11th grade but who have completed the prerequisite coursework may request a waiver to become eligible to participate in part-time dual enrollment courses.

Students who have not yet entered the 12th grade but who have completed the prerequisite coursework may request a waiver to become eligible to participate in a full-time dual enrollment or early college enrollment program.

To request a waiver, the student must send a letter to the Superintendent during the high school course selection window requesting a review by the South Kingstown Educational Review Committee (ERC) (Superintendent, Assistant Superintendent, Pupil Personnel Director and one (1) School Committee Member). If the ERC determines that a hearing is necessary to make a decision, students may invite their parent/guardian to attend.

Grading, Course Credit, and Accommodations:

Grading for concurrent enrollment courses will be in accordance with the grading policy/procedures at South Kingstown High School. Grading for dual enrollment and early college enrollment courses will be in accordance with that of the post-secondary institution. A record of courses and grades must be included on an official student transcript from the post-secondary institution (if equivalent to South Kingstown High School courses). Subject to the eligibility criteria above, all earned credits will count toward a student's high school diploma provided that they reflect coursework equivalent to courses required by South Kingstown High School. In cases where earned credits are higher than or not equivalent, the student can elect to provide a college transcript to the Guidance Office and/or to other institutions of higher education with their admissions information. Courses will be weighted in accordance with the guidance provided in the Program of Studies.

The District will not be responsible for providing any accommodations that would otherwise not be required to be provided by the post-secondary institution.

A student who has completed the high school graduation requirements may not continue to enroll as a student in the District by participating in programs detailed in

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this policy.

Financial Responsibility:

Dual enrollment and concurrent enrollment course costs will vary by course and delivery method. Unless specifically provided for in the South Kingstown School Department budget, all costs associated with early college, part-time dual and concurrent enrollment courses are the sole responsibility of students and their families. The availability of funding from the State of Rhode Island may or may not be available to defray these costs. The District will ensure the opportunity for participation of students receiving a free or reduced lunch by providing assistance (through the Guidance Office) in identifying potential funding sources. The District will not provide transportation to postsecondary institutions. The District shall support the cost of students who enroll in the full-time dual enrollment program at the Community College of Rhode Island (CCRI) as a part of their high school experience. District support shall be based on the higher education institution's tuition and mandatory fee rates and will not exceed fifty percent (50%) of the core instructional per pupil amount of state and local education aid as determined by RIDE, not to exceed the cost of full-time enrollment at the institution. The District shall remit the tuition and fees to the Office of the Postsecondary Commissioner upon notice.

Communication:

Opportunities and guidelines, including potential benefits and consequences, for the participation of students in early college, dual and concurrent enrollment courses will be published in the Program of Studies. Students and parents interested in exploring this opportunity should contact their secondary school counselor.

CREDIT RECOVERY PROGRAMS

Spring Semester Credit Recovery: During the spring semester, students who are in need of credit recovery in Physical Education may have the opportunity to make up the credit. Priority will be given to upperclassmen. Students and their school counselor will meet to discuss this option prior to a student's registration for PE credit recovery.

Summer Credit Recovery Programs: A student's eligibility for summer school, based on South Kingstown High School policies, must be determined prior to registration/participation in any credit recovery program. Students who have failed a course must pass two quarters of a year-long class to be eligible to participate in a summer school program and/or credit recovery program or with Administrative approval.

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Enrollment in summer school programs offered by local school departments is an acceptable means of earning credit for a failed course. In addition, students may use approved on-line programs, credit recovery programs offered by adult education programs, post-secondary institutions, as well as RIDE certified teachers for one-on-one tutoring. Students and parents/guardians must meet with the student's school counselor to determine the best credit recovery option for the given student.

TITLE IX POLICY (non-discrimination on the basis of sex) 4116.12

It is the policy of the South Kingstown School Department not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Superintendent's Office, Title IX Coordinator or the Rhode Island Department of Elementary and Secondary Education, Office for Civil Rights in Education, Providence, RI 02908.

POLICY OF NON-DISCRIMINATION

It is the policy of the South Kingstown School Department not to discriminate on the basis of age, sex, race, religion, national origin, color, or handicap in its educational programs, activities, and employment practices in accordance with applicable laws and regulations. Additionally, the lack of English language skills of national origin minority persons will not be a barrier to admission and participation in vocational education programs.

Inquiries regarding compliance with laws related to sex discrimination may be directed to the Superintendent's Office, 307 Curtis Corner Road, Wakefield, Rhode Island 02879. Inquiries related to handicapped accessibility may be directed to the Special Education Office, 307 Curtis Corner Road, Wakefield, Rhode Island 02879

SOUTH KINGSTOWN HIGH SCHOOL

Career & Technical Education Programs



SOUTH KINGSTOWN HIGH SCHOOL

CAREER AND TECHNICAL EDUCATION



The purpose of the CTE programs at South Kingstown High School is to develop students so that they are leaving our school ready for both post-secondary and career success. These 4 Rhode Island Department of Education approved programs are open to students from both within and outside of our school district.

All students must apply for acceptance into our programs. Applications can be found at <https://bit.ly/skhscteapp> and can be digitally sent to Scott Rollins, SKHS CTE Coordinator at srollins@sksd-ri.net.

Upon acceptance into our CTE programs, students will:

- Take 3 full years of courses within their CTE content area with priority seating in all CTE classes.
- Receive college credit and/or certifications from specific CTE courses.
- Participate in Work Based Learning (WBL) experiences with local industries and community partners.
- Learn about many potential careers available within their CTE field.

For the 2023-2024 school year South Kingstown HS will offer the following Rhode Island Department of Education approved CTE programs:

1. Allied Health- CNA / EMT
2. Construction Technology
3. URI/PLTW Computer Science
4. Studio Art- Craft/Fine Artist & Designer
5. PLTW Bio Medical Science

More information about the programs can be found at <https://bit.ly/skhscte>

SOUTH KINGSTOWN HIGH SCHOOL



SOUTH KINGSTOWN HS CAREER & TECHNICAL EDUCATION

"PREPARING STUDENTS FOR CAREER AND
POST-SECONDARY SUCCESS"

ALLIED HEALTH CNA & EMT

BENEFITS OF OUR ALLIED HEALTH CNA & EMT CTE:

1 CNA & EMT CERTIFICATION

Allied Health CTE students will leave SKHS with the opportunity to become either an official Rhode Island state certified CNA or EMT. All students will qualify to take the RI state licensing exam at the conclusion of their coursework.

2 CNA & EMT LAB SPACE

Both CNA & EMT students will have access to our "mock hospital room" onsite at SKHS, where they will learn the necessary hands-on skills that will aid in the taking of RI licensure exams.

3 CLINICAL ROTATIONS & WORK BASED LEARNING

CNA students will complete 40 hours of clinical rotations at various locations around South County as required by the RI Dept. of Health. EMT students will work alongside American Safety Inc. & Charlestown EMS to gain their necessary state required hours.



CONTACT US:

srollins@sksd-ri.net
401-360-1840
<https://bit.ly/skhscte>

LEARN MORE ABOUT OUR
PROGRAMS & APPLY TODAY!



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ALLIED HEALTH CNA & EMT



COURSES IN CNA CTE	
YEAR 1	BIOLOGY OR HONORS BIOLOGY OR PRINCIPLES OF PLTW BIOMEDICAL SCIENCE
YEAR 2	HUMAN ANATOMY OR HONORS ANATOMY OR PLTW HUMAN BODY SYSTEMS
YEAR 3	CNA HEALTH & CNA SCIENCE

ALLIED HEALTH PARTNER

American Safety Programs And Training Inc.



COURSES IN EMT CTE	
YEAR 1	BIOLOGY OR HONORS BIOLOGY OR PRINCIPLES OF PLTW BIOMEDICAL SCIENCE
YEAR 2	HUMAN ANATOMY OR HONORS ANATOMY OR PLTW HUMAN BODY SYSTEMS
YEAR 3	EMT HEALTH & EMT SCIENCE



Students are eligible for CNA & EMT licensure exams upon completion of course & field work. CNA field work requirement includes 40 hours of clinical rotation and EMT requires 40 hours of hands on skills demonstration. Students must pass RI State licensure exams to be certified (NNAAP for CNA & NREMT for EMT).

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SOUTH KINGSTOWN HS CAREER & TECHNICAL EDUCATION

"PREPARING STUDENTS FOR CAREER AND
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PLTW BIOMEDICAL SCIENCE

BENEFITS OF OUR BIOMEDICAL SCIENCE CTE:

1 PLTW CURRICULUM

PLTW Biomedical Science applies real-world issues by exploring topics like disease, DNA analysis, prosthetic design, public health, and more. Along the way, students gain experience with state-of-the-art tools and techniques that are used by professionals in hospitals and labs every day

2 PLTW CERTIFICATES

Students in our Biomedical Science CTE program will have the opportunity to leave SKHS with 4 PLTW completion certificates. These certificates provide students with an opportunity to apply for college scholarships at select colleges & universities.

3 PROFESSIONAL PARTNERSHIPS

Biomedical Science students will have the opportunity to gain Work Based Learning hours alongside industry professionals. SKHS has established partnerships with South County Hospital, URI Pharmacy, Greenline Apothecary & H.O.S.A- Future Health Professionals.



CONTACT US:

srollins@sksd-ri.net
401-360-1840

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PLTW BIOMEDICAL SCIENCE



COURSES IN BIOMEDICAL SCIENCE CTE

ALL COURSES IN THIS CTE USE THE PROJECT LEAD THE WAY (PLTW) CURRICULUM

YEAR 1	PRINCIPLES OF BIOMEDICAL SCIENCE
YEAR 2	HUMAN BODY SYSTEMS
YEAR 3	MEDICAL INTERVENTIONS
YEAR 4	BIOMEDICAL INNOVATION



BIOMEDICAL PARTNERS



THE UNIVERSITY OF RHODE ISLAND
COLLEGE OF PHARMACY



Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical science professionals are tackling big challenges to make the world a better place. PLTW Biomedical Science students are taking on these same real-world challenges. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

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SOUTH KINGSTOWN HS CAREER & TECHNICAL EDUCATION

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URI/PLTW COMPUTER SCIENCE

BENEFITS OF OUR URI/PLTW COMPUTER SCIENCE:

- 1** **URI COLLEGE CREDIT**
Students in our Computer Science CTE program have the opportunity to earn up to 16 transferable credits from the University of Rhode Island.
- 2** **PLTW CURRICULUM**
PLTW Computer Science empowers students to become creators, instead of merely consumers, of the technology around them. Courses cover topics beyond coding, including app development, simulation, and cybersecurity.
- 3** **WORK BASED LEARNING**
Computer Science CTE students will complete a minimum of 80 hours of **Work Based Learning** alongside computer science industry professionals. These hours are embedded within each required course.



CONTACT US:
scrollins@sksd-ri.net
401-360-1840
<https://bit.ly/skhscte>

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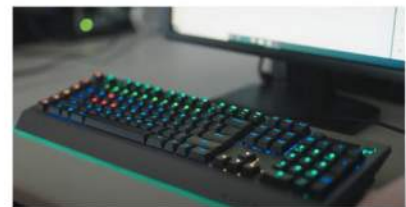
PLTW/URI COMPUTER SCIENCE



COURSES IN COMPUTER SCIENCE CTE	
YEAR 1	PROJECT LEAD THE WAY (PLTW) COMPUTER SCIENCE ESSENTIALS
YEAR 2	PROJECT LEAD THE WAY (PLTW) AP COMPUTER SCIENCE PRINCIPLES **4 URI CREDITS THROUGH CSC 106**
YEAR 3	PROJECT LEAD THE WAY (PLTW) AP COMPUTER SCIENCE A **4 URI CREDITS THROUGH CSC 211**

RECOMMENDED ELECTIVES
INTRODUCTION TO COMPUTING & DATA SCIENCE **4 URI CREDITS THROUGH CSC 101**
BLENDER 1- INTRO TO MODELING FOR GAME DESIGN
PROJECT LEAD THE WAY (PLTW) CYBERSECURITY **4 URI CREDITS THROUGH CSF 102**

COMPUTER SCIENCE PARTNERS
 PLTW Computer Science Pathway
THE UNIVERSITY OF RHODE ISLAND
 



Coursework offering Computer Science credits at the University of Rhode Island; AP course credits and PLTW completion certificates. Work Based Learning opportunities are included in each course enabling students to apply skills gained through course work in real world settings

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SOUTH KINGSTOWN HS CAREER & TECHNICAL EDUCATION

"PREPARING STUDENTS FOR CAREER AND
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CONSTRUCTION TECHNOLOGY

BENEFITS OF OUR CONSTRUCTION TECH CTE:

1 *NASCTF CERTIFICATION*

CTE students will leave SKHS with a level 1, 2, & 3 Residential North Atlantic States Carpenters Training Fund (NASCTF) Certification. Students will also have the potential to enter the Carpenters Union Workforce as well.

2 *OSHA 10 CERTIFICATION*

Students will become OSHA 10 certified during their coursework. Each student who completes the OSHA 10 program will receive an official OSHA card.

3 *WORK BASED LEARNING*

All Construction Tech CTE students will complete a minimum of 80 hands-on Work Based Learning hours alongside industry professionals. These hours are embedded into each CTE course.



CONTACT US:

srollins@sksd-ri.net
401-360-1840
<https://bit.ly/skhscte>

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CONSTRUCTION TECHNOLOGY



COURSES IN CONSTRUCTION TECHNOLOGY CTE	
YEAR 1	CARPENTRY 1 & 2
YEAR 2	CARPENTRY/CONSTRUCTION 3 & 4
YEAR 3	CARPENTRY/CONSTRUCTION 5 & 6

RECOMMENDED ELECTIVES
HOUSE DESIGN 1 & 2
INTRODUCTION TO COMPUTER AIDED DRAFTING (CAD) 1 & 2
INTRODUCTION TO ENGINEERING & TECHNOLOGY
PROJECT LEAD THE WAY (PLTW) ENGINEERING

CONSTRUCTION TECHNOLOGY PARTNERS	
	NORTH ATLANTIC STATES Regional Council of Carpenters
	SWEENOR BUILDERS <small>since 1989</small>



Coursework offering North Atlantic States Carpenters Training Fund (NASCTF) Apprenticeship Program entry at Level 1, with an opportunity to be evaluated for upgrade to level 2 during a 1 week safety and skills training. Opportunity for entry into Carpenters Union Workforce once the application process is completed. Students are required to earn OSHA 10 certification, as well as earn Level 1, 2, and 3 Residential NASCTF certification.

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SOUTH KINGSTOWN HS CAREER & TECHNICAL EDUCATION

"PREPARING STUDENTS FOR CAREER AND
POST-SECONDARY SUCCESS"

STUDIO ART

BENEFITS OF OUR STUDIO ART CTE :

1 POST SECONDARY CREDIT

Students in both our Studio Art- Craft & Fine Artist and our Studio Art- Designer pathways have the opportunity to earn both AP & Rhode Island College credit during their CTE program.

2 STUDIO ART PATHWAYS

Studio Art CTE students have the ability to choose between 2 separate art pathways, or complete both if interested. Our two pathways include a Craft & Fine Artist path along with a Studio Art Designer path.

3 WORK BASED LEARNING

Studio Art CTE students will complete a minimum of 80 hours of Work Based Learning alongside professionals from various art related industries. These hours are embedded within each required CTE course.



CONTACT US:

srollins@sksd-ri.net
401-360-1840
<https://bit.ly/skhscte>

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STUDIO ART





COURSES IN STUDIO ART CRAFT & FINE ARTIST CTE	
COURSE 1	ART 1 OR MIXED MEDIA
COURSE 2	ART 2
COURSE 3	CONTEMPORARY PAINTING OR ART HISTORY STUDIO
COURSE 4	ART 3
COURSE 5	RIC ART 4 OR AP DRAWING

STUDIO ART PARTNERS



RHODE ISLAND COLLEGE

COURSES IN STUDIO ART CRAFT & FINE ARTIST CTE	
COURSE 1	ART 1 OR MIXED MEDIA
COURSE 2	2D- DESIGN
COURSE 3	PHOTOGRAPHY
COURSE 4	GRAPHIC DESIGN
COURSE 5	AP 2-D DESIGN



Offering coursework and work based learning experiences guiding students toward becoming a craft & fine artist, visual arts designer, and/or visual arts educator. Students also have opportunity to earn EEP credit through Rhode Island College and AP College Board credit as well.

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PROJECT LEAD THE WAY



Project Lead the Way is a nonprofit organization that provides a transformative learning experience for PreK-12 students and teachers across the U.S. PLTW creates an engaging classroom environment unlike any other. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the classes and programs, PLTW students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate.

South Kingstown High School has partnered with Project Lead the Way to offer our students access to the following PLTW classes:

<p><u>PLTW Computer Science Offerings:</u></p> <p>Computer Science Essentials AP Computer Science Principles AP Computer Science "A"</p>	<p><u>PLTW Biomedical Science Offerings:</u></p> <p>Principles of Biomedical Science Human Body Systems Medical Interventions Biomedical Innovation</p>
<p><u>PLTW Environmental Engineering Offerings:</u></p> <p>Introduction to Engineering Design Environmental Sustainability Principles of Engineering</p>	

PLTW students are better prepared for post-secondary studies and more likely to consider careers in critical STEM fields than their non-PLTW peers, research has shown (PLTW.org). More than 100 colleges and universities are members of The PLTW College and University Partner Network that actively recruits PLTW students. To find college, career, and recognition opportunities available to PLTW students, visit the [Student Opportunities](#) page.

SOUTH KINGSTOWN HIGH SCHOOL

HONORS, CONCURRENT ENROLLMENT, OR ADVANCED PLACEMENT (AP) CLASSES

ANTICIPATED OFFERINGS FOR 2023-2024

Advanced Placement (AP)	Honors Classes	Classes which can earn College Credit
<ul style="list-style-type: none"> ● Biology ● Calculus AB ● Calculus BC ● Chemistry ● Computer Science Principles ● Computer Science A ● Drawing ● 2-D Design ● English Language and Composition ● English Literature and Composition ● Environmental Science ● European History ● French Language and Culture ● Human Geography ● Italian Language and Culture ● Macroeconomics ● Physics 1: Algebra-Based ● Physics 2: Algebra-Based ● Psychology ● Spanish Language and Culture ● Statistics ● US History ● US Government and Politics 	<ul style="list-style-type: none"> ● English 9 ● English 10 ● Lit. Approaches to Drama ● Writing 104 ● French II, III, IV ● Spanish II, III, IV ● Italian II, III, IV ● Geometry ● Algebra II ● Pre-Calculus ● Algebra II/Pre-Calculus ● Biology ● Chemistry ● Anatomy & Physiology ● Physics ● Western Civilization ● Global Studies ● International Relations ● Chorus ● Jazz Band ● String Ensemble ● Symphonic Band ● Symphony Orchestra ● Vocal Jazz 	<ul style="list-style-type: none"> ● RIC: Literary Approaches Drama ● URI: Writing 104 ● RIC: English Literature ● RIC: Spanish IV or AP Spanish ● RIC: Italian IV or AP Italian ● RIC: AP Chemistry ● RIC: AP Drawing ● RIC: AP 2D Design ● RIC: Art 4 ● RIC: Music Theory ● URI: Intro to Business ● URI: Accounting 2 ● URI: Intro to Computing & Data ● URI: AP/PLTW Computer Science Principles ● URI: AP/PLTW Computer Science A ● URI: PLTW Cybersecurity ● URI: Pre-Calculus ● URI: Physics <p style="text-align: right;">*Honors weight awarded</p>

Questions for students and families to consider before choosing Honors, Concurrent Enrollment, or AP Courses:

- Is this class a high interest subject area?
- Am I enrolling in this class because all of my peers/friends are enrolling? Or, is it because I am up for the challenge?
- How many hours are needed for each class, each night? Do I have that many hours available?
- How are my time management skills? Do I have the ability to persevere through challenges?
- How have I managed other stressful academic periods (projects, during virtual learning)?
- High school students are not placed on teams. Multiple teachers will often assign assessments due on the same day. How will I handle my workload and stress level?

If you have additional concerns, please contact your child's school counselor and/or content area teachers.

SOUTH KINGSTOWN HIGH SCHOOL

Types of Courses at South Kingstown High School

- **College and Career Prep courses** prepare students for postsecondary education and careers
- **Honors courses** are more intense and faster paced than non-honors courses. Material is covered in more depth and breadth and teachers expect students to be independent thinkers and self-motivated. Most colleges, however, do not consider honors courses equivalent to college-level work.
- **Advanced Placement (AP) courses** are equivalent to college-level courses and follow a standard curriculum; students are required to take the AP test.
- **Concurrent enrollment courses** are either Honors or AP and offer the opportunity for students to earn college credit through a college or university.

Taking full advantage of the honors and/or AP courses, and doing well in them, is a top admissions factor for selective post-secondary schools.

If a student's academic performance is strong, school counselors or teachers might suggest enrolling in an honors-level, concurrent enrollment, or AP course(s). Families should consider past academic performance, student and family obligations, student commitment to academics and student interest in the subject before enrolling a student in honors or AP courses.

Skills needed to be successful in Honors or AP courses

Students at South Kingstown High School can take an Honors, concurrent enrollment, or AP course at any point during high school; there is no prerequisite that enrollment in these courses only begins in freshman or sophomore year. However, students should carefully reflect on the following list of characteristics, which are needed for a positive experience in an Honors or AP course:

● High academic achievement and intellectual ability	● Self-motivation and self-discipline
● Good organizational skills	● Avid interest in reading different types of texts
● Excellent written and spoken expression	● Ability to work independently and collaboratively
● Ability to remain on task in class and at home with little or no disruption	● Good citizenship and attendance

SOUTH KINGSTOWN HIGH SCHOOL

Benefits of Honors or AP or Concurrent Enrollment Courses

- **College admission.** Taking full advantage of the honors program at South Kingstown High School signals to selective colleges that students are serious about academics, and will continue this challenge in college.
- **College credit.** Depending on the score of the AP exam, a student might start college with college credits. Students may also be exempt from taking certain required college courses. This can save a student significant time and money on the road to college graduation. Students taking a class with CE designation have the option of enrolling in the class for college credit through the college or university.
- **College readiness.** Being accustomed to high level challenges and fast paced course work will serve students well when enrolled in college courses.

Over-commitment

Over-committing to honors, concurrent enrollment, or AP courses leads to extreme stress and anxiety and grades may suffer. If a student has numerous extracurricular commitments or other obligations, carefully consider these before taking on a heavy honors or AP course load.

Time spent on honors, concurrent enrollment, or AP classes may take time away from other interests. Homework can vary from 0.5 hours to 2 hours per night per class or more, depending on the subject, the assignment, content being covered in school and time management skills of the student. For example, students may have to choose between an AP Calculus course or participating in other community or school events.

Source: https://www.collegedata.com/cs/content/content_getinarticle_tpl.jhtml?articleId=10024
<http://newwestcharter.org/high-school-courses-honors/>

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English Language
Arts
Department



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ENGLISH LANGUAGE ARTS

The English Language Arts Department's philosophy is that through the critical study of language and literature, we can help students better understand and contribute to the world they live in, encourage them to explore and understand the "text" of their own lives as well as the lives of others, and empower them to be life-long readers, writers, speakers, listeners, and critical thinkers. The South Kingstown High School Student Learning Expectations, the South Kingstown English/Language Arts Mission and Expectations, and the national Common Core of State Standards are integral to achieving this goal. Our purpose is, through a comprehensive, integrated curriculum, to enable all students to develop the skills necessary to become effective communicators, and to use language fluently in all of its forms to enhance their lives and their world

GRADE 9 ESSENTIAL QUESTIONS: Who Am I? How does literature explore questions of personal identity?

English 9

11100

1 Credit

Through a broad range of writing assignments, full-class discussions, and small-group activities, students explore topics and themes in developmentally appropriate literature, in a variety of genres (short story, novel, non-fiction, poetry, and drama), with an emphasis on comprehension, inference, literary analysis, and communication skills. The course also provides a structured review of basic vocabulary, spelling, usage, composition, and research skills, and focuses on establishing a foundation for further application of those skills at the high school and postsecondary level. Additionally, the course exposes students to a range of writing types: practical, academic, creative, and reflective. Course requirements include one oral presentation.

Honors English 9

11109

1 Credit

Through a broad range of writing assignments, full-class discussions, and small-group activities, students explore themes and issues in literature at and above grade level in a variety of genres: short story, novel, non-fiction, poetry, and drama, with an emphasis on self-directed literary analysis, inferential and abstract thinking, and communication skills. This course also focuses on the development of rigorous vocabulary, spelling, usage, composition, and research skills. Additionally, the course exposes students to literature-based analytical essays and a wide variety of writing types: practical, academic, creative, and reflective. Course requirements include one oral presentation. **Summer work is a requirement for this course.**

GRADE 10 ESSENTIAL QUESTIONS: What Is America? What Is a Community? How does literature express and explore what it means to be part of a community?

English 10

11188

1 Credit

In this course, students will examine American cultural identity and contemporary themes as expressed through our nation's literature in a variety of forms, including short stories, novels, plays, and nonfiction. The course provides an in-depth study of literary genres and terms. Students will exercise a range of critical reading strategies in addition to developing their skills in analytical, argumentative, and narrative writing. Writing instruction focuses on using the writing process in essay

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composition (expository, analytical, and persuasive) to produce substantive content through precise, coherent, error-free writing, with developmentally appropriate vocabulary and standard usage. Course requirements include two research papers (one short, one longer) utilizing MLA format, and a minimum of two oral presentations, one informative and one argumentative/persuasive.

**Honors English 10:
American Literature**

11110

1 Credit

This course examines American and multicultural voices and themes through historical and contemporary literature at and above grade level in a variety of forms, including short stories, novels, plays, and nonfiction. Instruction focuses on in-depth exploration of literature through critical reading and analysis. Students will examine and practice a variety of writing formats, including self-directed literary analysis and academic research. Expectations for students' writing emphasize coherence and organization, analytical depth, stylistic precision and variety, and documentation. Course requirements include two research papers utilizing MLA format and a minimum of two oral presentations, informative and persuasive. **Summer work is a requirement for this course.**

GRADE 11 HUMANITIES ESSENTIAL QUESTION: What Is Culture? How do literature and other forms of expression convey and shape a culture's values?

English 11

11121

1 Credit

In this course, students will examine the expression of cultural values through common universal themes, with particular focus on the archetypal figure of the hero, as conveyed through literature and other modes of communication in world culture from ancient through modern times. The course focuses on recurring themes that have defined and shaped cultural attitudes over the centuries, such as: Order and Balance; Power and Authority; Faith; Humanism; Reason; Nature; Freedom; and Change. As time and student interest allow, instruction will be supplemented by the study of other forms of expression and the arts. Students will extend the range of critical reading strategies acquired in Grades 9 and 10, in addition to further developing their skills in analytical, argumentative, and narrative writing. Writing instruction focuses on using the writing process in essay composition (expository, analytical, argumentative, persuasive, and reflective) to produce well-supported content through precise, coherent, error-free writing, with developmentally appropriate vocabulary and standard usage. Independent reading is expected at times throughout the school year.

Honors English 11

11111H

1 Credit

In this accelerated course, students will examine the expression of cultural values through common universal themes, with particular focus on the archetypal figure of the hero, as conveyed through literature and other modes of communication in world culture from ancient through modern times. The course focuses on recurring themes that have defined and shaped cultural attitudes over the centuries, such as: Order and Balance; Power and Authority; Faith; Humanism; Reason; Nature; Freedom; and Change. As time and student interest allow, instruction will be supplemented by the study of other forms of expression and the arts. Students will extend the range of critical reading strategies acquired in Grades 9 and 10, in addition to further developing their skills in analytical, argumentative, and narrative writing. Writing instruction focuses on using the writing process in essay composition (expository, analytical, argumentative, persuasive, and reflective) to produce well-supported content through precise, coherent, error-free writing, with developmentally appropriate vocabulary and standard usage. Independent reading is expected at times throughout the school year. **Summer work is a requirement for this course.**




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AP English Language and Composition	11111	1 Credit  
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This course is a survey of various genres of European, American, and world literature, supplemented by the study of the fine arts. Though organized generally according to historical chronology, the course focuses on recurring themes that have defined and shaped Western cultural attitudes over the centuries: Order and Balance; Power and Authority; Faith; Humanism; Reason; Nature; Freedom; and Change. Students study classic works in depth through critical reading, creative writing assignments, and rigorous academic writing assignments that emphasize the use and analysis of rhetorical strategies. Students will also become acquainted with and prepared for the rigorous format of the AP Language and Composition exam administered in May. Independent reading is required during the summer and throughout the school year. The comprehensive course assessment for this class is a research-based essay tracing the development of a common theme through three or more of the works studied in the course. **Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.**


GRADE 12 ESSENTIAL QUESTION: Who Will I Be? How can one use writing to express and explore questions of personal identity and responsibility?

FULL-YEAR ENGLISH COURSES FOR SENIORS

AP/RIC English Literature and Composition CE	11112	1 Credit Grade 12   
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This course examines literature as an art form and as an expression of universal themes through diverse cultural voices. In this course students will learn to immerse themselves in challenging works of literature as an aesthetic experience, and to probe literature analytically. The comprehensive course assessment for this class is a fully-documented research essay and presentation on a literary topic. **Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September. Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college's registration dates. Student work will be assessed according to the college's grading policy. Extensive summer reading is required. Prerequisite: Final grade of B- or above in AP English Language and Composition 11 or departmental approval.**

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Writing on Themes in Literature	11152	1 Credit Grade 12
<p>Students will read, discuss, interpret, and analyze contemporary and classic literature exploring universal issues that writers throughout the ages have addressed. Students will respond to them through a variety of writing modes, including expository, reflective, and narrative. This year-long course meets both the writing and the literature requirements for 12th grade English.</p>		
<u>SEMESTER COURSES FOR SENIORS/ ELECTIVES FOR UNDERCLASSMEN</u>		
<p>From the following courses for Grade 12, seniors-to-be must select one writing course (½ credit) and one literature course (½ credit). Due to minimum enrollment requirements for these courses, each student should also indicate a second choice in both the writing and literature categories.</p> <p>Underclassmen and seniors may take most senior English courses as electives. Underclassmen taking 12th grade English courses as an underclassman and seniors taking additional courses as electives in 12th grade will be expected to meet all of the course requirements.</p>		
<p>WRITING OPTIONS (½ credit each) ESSENTIAL QUESTION: Who Will I Be? How can one use writing to express and explore questions of personal identity and responsibility?</p>		
Writing the Memoir	11134	½ credit
<p>Students will read contemporary and historical autobiographical texts of varied lengths and study the wide-ranging themes and techniques common to memoir-writing. At the same time, students will work on creating their own autobiographies/memoirs, a final product that will serve as a summation of the themes and techniques they have explored through their readings while also reflecting their own experiences and values (and that for many students will be a keepsake for years to come).</p>		
Creative Writing	11195	½ credit
<p>By creating their own poems, stories, and other narratives, students will explore the craft and emulate the techniques of a variety of distinguished literary works, and will be encouraged to develop their own authorial voice through conscious attention to diction, details, figurative language, imagery, tone, and syntax. Authors will be invited to the classroom to share their experiences and insights.</p>		
University of Rhode Island Writing 104: Honors Writing to Inform and Explain CE	11145	½ credit 
<p>URI WRT 104 helps students become more effective writers by providing them with robust opportunities to develop lifelong habits that drive successful writing/communication. This course focuses on writing as the sharing of information with a variety of audiences through different media,</p>		


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modes, genres. Students are expected to meet the demands of different rhetorical situations and are asked to develop their ability to reflect on the effectiveness of their writing and writing processes, and those of others. In addition, this course provides extensive practice in using digital composing tools and digital information technologies. The course's innovative badging design allows students to pursue their own interests, at the same time that it offers repeated exposure to and practice with key concepts and tools.

Students taking this course maybe eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.

Writing in a Contemporary Culture (Analysis of Media)	11130	½ credit
<p>Students view, discuss, and write analytically and critically about the varied aspects of complex media, with a focus on classic and contemporary cinema. The major emphasis is on the specialized techniques used in the media to combine theme, structure, language, imagery, and sound.</p>		
Writing in Journalism	11190	½ credit
<p>Students will utilize the investigative approach to write about contemporary issues and social trends through well-researched reports, features, and opinion pieces. Students will produce writings in a variety of newspaper and magazine formats, and completed writing assignments will be considered for publication in the school newspaper. Students interested in taking this class will be expected to show dedication in conducting independent research, studying contemporary issues, and crafting rigorous multi-page compositions.</p>		
<p>LITERATURE OPTIONS (½ credit each) ESSENTIAL QUESTION: Who Will I Be? How does literature express and explore questions of personal identity and responsibility?</p>		
The American Game: The Literature of Baseball	11165	½ credit
<p>Students will read, discuss, interpret, and analyze the literature of baseball as a metaphor of American life. The primary focus is on the literary elements specific to sports literature, both fiction and non-fiction, as well as the history and culture of baseball. <i>The Baseball Reader</i>, <i>The Natural</i>, <i>Eight Men Out</i>, <i>Shoeless Joe</i>, <i>Moneyball</i>, and <i>The Baseball Abstract</i> are some of the works explored. Students will also examine references to the sport in such American literary classics as <i>The Great Gatsby</i>, <i>The Catcher in the Rye</i>, <i>The Old Man and the Sea</i>, and <i>One Flew Over the Cuckoo's Nest</i>. Field trips may include: The Baseball Hall of Fame and Fenway Park.</p>		

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Classic Literature of Horror: Misunderstood Monsters	11167	½ credit
<p>Students read, discuss, interpret, and analyze classic literature involving the archetypal figure of the monster, from the natural-born “monster” in <i>The Elephant Man</i> to the man-made monster in <i>Frankenstein</i> to the imagined/invented monster in <i>Dracula</i>. Students will explore what these narratives reveal about human behavior when faced with the unknown or unusual.</p>		
Rhode Island College English 113: Honors Literary Approaches to Drama	11179	½ credit 
<p>In this college-level course students trace the development of drama from Greek through modern times. They will read, discuss, interpret, and analyze award-winning, literary plays of the last century. This course provides students with information about the playwrights’ lives and the historical factors that influenced them. Independent reading is required throughout the semester.</p> <p>Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college’s registration dates. Student work will be assessed according to the college’s grading policy.</p>		
Literary Drama	11173	½ credit
<p>This course traces cultural development from Greek through modern times, but with the focus exclusively on drama and dramatic literature. Students read, discuss, interpret, and analyze classic and award-winning plays of the past and present, as well as investigating the historical factors that influenced the works. Emphasis is placed on the historical, cultural, and literary aspects of each drama studied.</p>		
Multicultural Literature	11168	½ credit
<p>Students read, analyze, and discuss literature written by and about people who have traditionally been denied a voice, with a focus on literature from the developing world. Readings examine and prompt discussions and research about past and present injustices associated with different cultures. The specific texts to be studied will vary depending upon student interest.</p>		
Shakespeare	11171	½ credit
<p>In this course students read, discuss, interpret, and analyze a variety of Shakespeare’s comedies, tragedies, and histories. Students study the literary elements characteristic of these genres, the theatrical aspect of Shakespeare’s work, thematic strands common to his plays, and the literary artistry that distinguishes them.</p>		

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Women's Literature	11163	½ credit
<p>Students read, discuss, interpret, and analyze literature about women's issues in the media, family life, and politics. Through literature, students examine the varied and changing perceptions of and by women in our culture.</p>		
<p><u>ENGLISH LANGUAGE ARTS ELECTIVES</u> <u>(Not for English credit)</u></p>		
Senior Paper	11162	(½ Credit) (Fall Semester)
<p>This course will assist SKHS students in the completion of their Senior Project Graduation Requirement, and is to be taken in the fall of their senior year. In preparation for the Senior Project Graduation Requirement, students will be supported in selecting and researching a topic that coincides with the focus for their Senior Project experience. Students will not only be guided and supported through the process of writing an extensive research paper, they will also be supported in writing resumes, cover letters, and college application essays. This course is both student-centered and reflective. Consequently, when the students leave this course, not only will they be college and career ready, but they will be better equipped to handle the demands and rigor of life.</p>		
Rebel Writing Center	Fall 11124/ Spring 11125	½ credit Grades 9-12
<p>The Rebel Writing Center provides time for both aspiring and struggling writers to work on their craft. Students may work on writing assignments from their other content courses and will also explore personal interests through writing. The writing coach will facilitate the class, and help students hone their writing skills through whole class instruction and 1-to-1 conferencing. This course assists students in increasing their proficiency in writing skills needed to succeed in high school courses and beyond. It is designed to individualize instruction and increase proficiency in targeted composition skills and processes. The curriculum and instruction focuses on identifying and improving the student's level of proficiency in: mastery of foundational writing skills and use of the writing process. This course is open to all students as an elective.</p>		
Film Studies: Genre Studies	11133	(½ Credit) Grades 9-12
<p>This course is a study of a particular genre in film (i.e. documentary, horror, war, film noir, superhero). This course should appeal to any and all students who love to watch movies and discuss them. Expectations for the course would include participation in small and whole group discussion and the completion of short written responses and one essay. The particular genre focus will be determined by the instructor.</p>		

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Film Studies: Auteur	11135	(½ Credit) Grades 9-12
<p>This course is an overview of a chosen director (auteur). Focus will be on a different director (changing each year). The course would cover key biographical information and the director's journey in the world of film. This course will analyze the style, trademarks, and growth as a director. Assessments would vary from small group work and discussions to whole group discussions. Written responses would also be included from short answer questions to full essays analyzing a chosen film from the director's repertoire.</p>		
Multilingual Learner (MLL) Workshop	11131	1 credit Grades 9-12
<p>This course is scheduled with the MLL/EL Specialist's recommendation specifically for English Learners(ELs)/Multilingual Learner (MLL) students who may have moved to, immigrated to, and/or are visiting the United States and/or qualify for English language support. This workshop focuses on direct English language support through the academic areas and includes all MLL students of all English proficiency levels (WIDA English Language Development levels 1-5). Students learn to build proficiency in English speaking, listening, reading, and writing skills through direct EL instruction and support in their academic content areas.</p> <p>Once students meet the required RIDE EL exit criteria and are deemed English proficient, students are exited from the MLL/EL support program/EL workshops and are monitored up to two years following the exit date.</p>		

SOUTH KINGSTOWN HIGH SCHOOL

Mathematics Department



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MATHEMATICS DEPARTMENT

The South Kingstown High School mathematics department believes that mathematics can and must be learned by all students. To accomplish this, we have created an environment that has high expectations for all and provides needed support to students and their families. Teachers challenge all students to work to their highest potential and produce their best work. The Common Core State Standards (CCSS) are embedded in the curriculum for each math course defining what students should understand and be able to do in their study of mathematics.

Algebra 1, Geometry and Algebra 2 are the primary focus for the first three years of high school, continuing through College Math, Pre-Calculus and Calculus depending on a student's point of entry in 9th grade. In addition, students may choose from a variety of electives offered. Mathematics teachers will make course recommendations based on which course is the most appropriate for each student to ensure the best opportunity for future success.

Algebra 1

11312

**1 credit
Grade 9**

This course offers a conceptual study of Algebra I and its operations. The topics include but are not limited to simplifying expressions and equations, solving equations and inequalities (linear and quadratic), writing equations (linear and quadratic), understanding functions, solving systems of equations and inequalities, modeling with linear, exponential, and quadratic functions, polynomial operations and factoring. Organization and communication skills are reinforced. Improving skills, developing problem-solving strategies, and real-world applications are emphasized.

Geometry

11322

**1 credit
Grades 9-10**

This course offers a conceptual study of geometry. Topics include basic geometric figures, triangle relationships, congruence, similarity, parallel and perpendicular lines, quadrilateral properties, perimeter, area, surface area, volume and formal proofs. Visualization and reasoning abilities are developed. Organization and communication skills are reinforced. Improving skills, developing problem-solving strategies and real-world applications are emphasized.

Honors Geometry

11323

**1 credit
Grade 9-10**


This is an accelerated course in Geometry. This course offers a rigorous and theoretical study of geometry. Proofs are studied extensively. Plane and solid geometry are studied, including all topics listed in Geometry. This course is designed for the student who has been extremely successful in mathematics and is highly motivated to learn. Abstract reasoning, modeling with functions, problem-solving and real-world applications are emphasized and extended.

Prerequisite: Minimum grade of B+ in Accelerated Math 8 or an A in Algebra 1 along with teacher recommendation.

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Algebra 2	11332	1 credit Grades 10-12
<p>This course offers a conceptual study of Algebra II. Topics studied include equations with two or three variables, linear programming, complex numbers, functions (polynomial, exponential, logarithmic, rational and radical), and trigonometry. Abstract reasoning, modeling with functions, problem-solving and real-world applications are emphasized. <i>Prerequisite: Successful completion of Algebra 1.</i></p>		
Thematic Algebra 2	11341	1 credit Grade 11-12
<p>This course is a second-year algebra course with an overall theme of problem solving with applications to real world mathematics. The course reviews the basic principles of algebra and focuses on the foundational standards for Algebra 2. Topics studied include equations with two or three variables, linear programming, linear/quadratic review and profit functions, exponential functions, measures of central tendency and spread, graphical representations of data, statistics, and finance. Applications to real world mathematics and situations will be emphasized through project-based learning. <i>Prerequisite: Successful completion of Algebra 1.</i></p>		
Honors Algebra 2	11333	1 credit Grade 10-11
<p>This is an accelerated course in Algebra which rigorously delves into abstract algebraic concepts and applications. In addition to the content listed in Algebra 2, Honors Algebra 2 includes greater emphasis on complex numbers, logarithms and exponential functions, conics and matrices. This course is designed for the student who has been extremely successful in mathematics and is highly motivated to learn. Abstract reasoning, modeling with functions, problem-solving and real-world applications are emphasized and extended. <i>Prerequisite: Minimum grade of B+ in Honors Geometry or an A in Geometry and Algebra 1 along with teacher recommendation.</i></p>		
Honors Algebra 2 + Pre-Calculus	11334	1 credit Grades 10-12
<p>This is an honors level math course that compresses essential concepts from Algebra 2 and Pre Calculus into one year. The goal of the course is to prepare students for success in AP Calculus AB, AP Calculus BC, and potentially AP Multivariable Calculus. Coursework will include developing an understanding of functions and their properties, building and transforming functions, modeling with trigonometric functions, and studying other essential topics from Precalculus. <i>Prerequisite: Successful completion of Geometry with teacher recommendation. Students should be willing to complete work outside of class.</i></p>		

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College Algebra	11340	1 credit Grades 11-12
<p>This course reviews the basic principles of algebra before beginning an advanced study of the properties, graphs, transformations, and applications of various functions. The topics will include the study of linear and quadratic functions, higher degree polynomial functions, rational functions, exponential functions, logarithmic functions and trigonometric functions. Abstract algebra concepts and applications are emphasized. Students use graphing calculators to explore mathematical relationships and to solve problems.</p> <p><i>Prerequisite: Successful completion of Algebra 2.</i></p> <p><i>Note: Students are not eligible for this course after completing Pre-Calculus or more advanced math.</i></p>		
Pre-Calculus	11342	1 credit Grades 11-12
<p style="text-align: right;">This course</p> <p>is appropriate for students who are considering further education in mathematics, business, science or engineering. It covers topics in advanced algebra, trigonometry and analytic geometry. Graphing calculators are used to explore mathematical relationships and to solve problems. Note: A graphing calculator is recommended.</p> <p><i>Prerequisite: Successful completion of Algebra 2 and teacher recommendation.</i></p>		
Honors Pre-Calculus	11343	1 credit Grade 11-12
<p>This course prepares students for the study of AP Calculus and are considering further education in science, technology, engineering or mathematics. Topics include the continued development of the concept of a function from multiple perspectives; polynomial, rational, exponential, logarithmic, and trigonometric functions; analytic geometry; polar coordinates, equations and graphs; parametric equations; sequences and series; and limits. Abstract reasoning, modeling with functions, problem-solving and real-world applications are emphasized and extended. Graphing calculators are used to explore mathematical relationships and to solve problems. Note: A graphing calculator is suggested.</p> <p><i>Prerequisite: Minimum grade of B+ in Honors Algebra 2 or an A in Algebra 2 along with teacher recommendation.</i></p>		
Honors URI Precalculus 111	11344	1 credit  Grade 11-12
<p>This course is one of a group of courses designed for SKHS students to take to build a strong academic foundation if they decide to pursue a career in the engineering field. The courses include URI MTH 111, PHY 109/110 and MCE 201. In this course, students study equations of first and</p>		

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second degree, systems of equations, inequalities, functions and graphs. They also study exponential, logarithmic, and trigonometric functions and their applications.

Prerequisites: To enroll in the course, students must have successfully passed Algebra 2. To earn URI credit, students are required to pass URI's Math Placement Test.

Students taking this course may be eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.


Students taking this course in conjunction with AP/URI Physics 111/185 may be eligible for Honors URI Engineering MCE 201 in the 2024-2025 school year.

Calculus	11352	1 credit Grade 11-12
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This course includes topics in calculus ranging from limits to differentiation and integration, focusing on polynomial, rational, radical, logarithmic, exponential and trigonometric functions. Related rates, area, and motion applications will be emphasized.

Note: *A graphing calculator is recommended.*

Prerequisite: Successful completion of Pre-calculus and teacher recommendation or successful completion of Honors Pre-calculus.

Advanced Placement Calculus AB	11354	1 credit Grade 12 
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This course includes the specific topics outlined in the AP Calculus AB program including differentiation and integration of algebraic and trigonometric functions, logarithmic and exponential functions and applications, and plane curves.

Note: *A graphing calculator is suggested.*

Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.

Prerequisite: Minimum grade of B in Honors Pre-calculus or an A in Pre-Calculus along with a teacher recommendation.

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Advanced Placement Calculus BC	11353	1 credit Grade 12  
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This course includes the specific topics outlined in the AP Calculus BC program including differentiation and integration of algebraic and trigonometric functions, logarithmic and exponential functions and applications, plane curves and polar -coordinates, vectors and solid and analytic geometry, infinite series, complex numbers and introduction to differential equations.

Note: A graphing calculator is suggested.

Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.

Prerequisite: Minimum grade of B+ in Honors Pre-calculus.

MATH ELECTIVES (Math Credit)

Advanced Placement Statistics	11355	1 credit Grade 11-12  
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This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes will be covered: (1) Exploring Data – Describing patterns and departures from patterns, (2) Sampling and Experimentation – Planning and conducting a study, (3) Anticipating Patterns – Exploring random phenomena using probability and simulation, (4) Statistical Inference – Estimating population parameters and testing hypotheses. Writing skills and reading comprehension will be emphasized in order to prepare students for the AP Exam.

Note: A graphing calculator is suggested.






Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.

Probability and Statistics	11356	(Fall semester) ½ credit Grade 11-12
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This is an introductory course that explores the world of probability and chance as well as the many practical applications of statistics. Projects incorporating simulations, experiments and data analysis will be part of the learning process. Technology is used for the analysis of current and relevant data.

Note: A graphing calculator is suggested.

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Discrete Math	11357	(Spring semester) ½ credit Grade 11-12
<p>This course demonstrates how mathematics is applied in the real world through the investigation of contemporary topics in mathematics. Topics such as election theory, fair division, graph theory and matrices are explored. Applications to real-world situations will be emphasized throughout the learning process.</p>		
Foundations of Sports Analytics	11351	1 credit Grades 11-12
<p>This course offers students the opportunity to apply probability and statistics concepts to the world of sports. Students will explore how professional teams are using data and statistical analysis to make decisions, including how to determine whether a player is worth the value of their contract. Students will study topics like one variable statistics, random variable distributions and linear regressions and use them to analyze a variety of sports and leagues including the NFL, WNBA, NBA, EPL, MLB and more. We will learn about how baseball teams use WAR to determine the most effective players. How a football team's DVOA can predict their future successes, or how Win Shares can tell us who the real MVP in the NBA is.</p> <p><i>Prerequisite: Successful completion of Algebra 2 or successful completion of Geometry with Department Chair approval.</i></p>		
PLTW Computer Science Essentials	11361	1 math credit Grades 9-12 
<p>In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.</p> <p>CTE Course  (no concurrent enrollment).</p>		
AP/URI/PLTW Computer Science A	11362	1 math credit Grades 11-12   
<p>Throughout the Computer Science A course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development, and</p>		

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implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science A (AP CS A). This endorsement affirms that all components of PLTW CS A's offerings are aligned to the AP Curriculum Framework standards and the AP CS A assessment.

Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September. Students may be eligible for 4 credits in conjunction with the University of Rhode Island's CSC 211 course. Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.

CTE Course 

Prerequisite: Successful completion of AP Computer Science Principles

SOUTH KINGSTOWN HIGH SCHOOL

Social Studies Department



SOUTH KINGSTOWN HIGH SCHOOL

SOCIAL STUDIES DEPARTMENT

By focusing on the record of human experience, students will evaluate how individuals and societies have resolved their problems, as well as examine the consequences of the decisions and choices made by previous communities and societies. The ever-changing political, social, and economic forces that exist in our local, state, national and global communities require a comprehensive and challenging social studies program. As a result of their educational experience students will confidently address the challenges they face with a deeper understanding of the alternatives and consequences of their decisions.

Western Civilization

11500

1 credit
Grades 9-12

This course will cover the events and personalities that shaped the history of Europe from the ancient to early modern times. Through an examination of the development of nation-states, evolutionary and revolutionary movements, and global conflict, students will understand the relevance of the past to the present. Students in this course will be responsible for primary and secondary source reading materials and an in-depth analysis of historical events. The successful completion of a performance-based common task will be required of all students.

Honors Western Civilization

11501

1 credit
Grades 9-12

This course will cover the same material as Western Civilization; however, students in this course will be expected to do more in-depth analysis of historical events/documents. **Additionally, the focus will be on extensive writing, research and critical presentation.**

Prerequisite: Students must meet all placement criteria.

AP European History

11505

1 credit
Grades 10-12





This course reflects the content of an introductory college course in European History as outlined by the Advanced Placement program. AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450-the present and apply historical thinking skills as they learn about the past. Five themes of equal importance-Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society-provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Students are responsible for completing a summer reading assignment. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.

Prerequisite: Successful completion of Honors Western Civilization or Western Civilization.

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Honors Global Studies	11520	1 credit Grades 10-12
<p>This course is designed to give students an overview of the world's major cultural regions - Sub-Saharan Africa, South and East Asia, Latin America and the Middle East. Material pertaining to historical, geographical, social and political issues will be covered. Current events, focusing on modern day problems and global interdependence, are emphasized. Students are required to develop their oral and written skills through discussion, projects or reports and successfully participate in class debates and presentations. Students will have the opportunity to participate in Honors International Relations activities. Prerequisite: Successful completion of Honors Western Civilization or Western Civilization.</p>		
Global Studies	11521	1 credit Grades 10-12
<p>This course is designed to provide students with an overview of the world's major cultural regions by using political, economic and physical geography concepts. The regions to be discussed include: Sub-Saharan Africa, South and East Asia, Latin America and the Middle East. Current events, focusing on modern day problems and global interdependence, will be emphasized. Students will have the opportunity to participate in Honors International Relations activities.</p>		
Criminal Justice	11535	1 credit Grades 10-12
<p>This course introduces students to the United States Justice System. Students will examine how laws are made, implemented and enforced. Students will understand criminal law, civil law, juvenile law and study different careers in the criminal justice fields. Students will further gain an understanding of individual rights, ethics, law enforcement duties and the prison system. The forensic analysis unit includes many hands-on activities and cases from the news, and students will see how cases progress from an initial crime through gathering of evidence to the court system.</p>		
AP United States History	11540	1 credit Grades 11-12  
<p>This course reflects the content of an introductory college course in U.S. History as outlined by the Advanced Placement program. It is designed to provide students with the analytical skills and factual knowledge necessary to critically analyze the problems and materials in U.S. History. Students will assess historical materials and analyze the evidence and interpretations presented in historical scholarship. The major themes include American diversity and identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery, war and diplomacy.</p>		

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Students are responsible for completing a summer reading assignment. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Successful completion of this course meets the US History requirement for graduation. Payment and online registration for the exam will be required during the first weeks of school in September.

Prerequisite: Two credits in Social Studies.

**Honors
Themes in United States
History**

11549

**1 credit
Grades 11-12**

Focusing on a variety of thematic strands in American history from its inception to the present, students will examine the political, social, economic and environmental forces responsible for shaping our history. Students will develop critical thinking skills through the thematic study of our nation's development. In this manner, students will be able to engage in a more thorough study of particular topics such as expansion, civil rights, immigration, progress, transformation and war throughout the course of US History. By studying documents and text relevant to the topic, students will be able to scaffold historical knowledge from one era to the next as well as make deeper connections to today. An emphasis will be placed on historical writing and document based analysis of US seminal text. Students will be able to follow themes from the past into the present multiple times throughout the course of the year. The successful completion of a research paper and presentation will be required of all students. **Successful completion of this course or United States History 11541 is required for graduation.**

United States History

11541

**1 credit
Grades 11-12**

This course will primarily focus on American history of the 20th century. Students will examine the political, social and economic forces responsible for shaping our history. Students develop an ability to evaluate documents/historical evidence and to read history critically through the chronological study of our country's development. The successful completion of a performance-based common task will be required of all students. **Successful completion of this course or United State History 11546 is required for graduation.**

**Honors International
Relations**

11580

**1 credit
Grade 12**

This course is devoted to a survey of the contemporary international community and will examine political, environmental, economic and military affairs around the world. Students will research these areas and debate in role playing simulations and examine problem-solving practices for dealing with complex issues. The course will focus on examining where current events originated from.

Prerequisite: Two credits in Social Studies

American Military History

11571

**½ credit
Grades 10-12**

This course will survey the various wars and conflicts the United States has been engaged in. Students will analyze and discuss the reasons for, the impact of, and the long-term effects of America's military

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history. The course will examine the role our military history has had in the development of our country. The course will also consider the importance of military strategy, political and military leadership, geography, weather and climate, technology, media and public support of our military. Students are required to act as historians in analyzing and interpreting historical events, documents, speeches, and decisions.

Anthropology

11547

**½ credit
Grades 10-12**

This course is an overview of the biological and cultural evolution of humans from prehistoric through modern times. A variety of artifacts will be used to assist students in understanding the value of learning from objects of the past through careful investigation. Students will learn the discipline of anthropology and gain a perception of how artifacts can be studied to gain greater knowledge of the past. From there, students will use their knowledge of artifacts to uncover various aspects of human life.

Comparative Religions

11565

**½ credit
Grades 10-12**

This course is an introduction to and study of Eastern religions (Buddhism, Taoism and Islam), as well as how those philosophies compare with Western religions and beliefs (Christianity, Judaism, and Native Americans). This course will provide the basis for student understanding and appreciation for the beliefs and values of various cultures and people in our global community.

**AP US Government and
Politics**

11561

**1 credit
Grades 11-12**



This course is an introductory college-level course in U.S. government and politics as outlined by the Advanced Placement program. Students will cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. **Students are responsible for completing a summer reading assignment. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment for the exam will be required during the first weeks of school in September.**

AP Macroeconomics

11569

**1 credit
Grades 11-12**



This course reflects the content of an introductory college course in Macroeconomics as outlined by the Advanced Placement program. The purpose of the AP course in macroeconomics is to give students a

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thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.


Prerequisite: Two credits in Social Studies.

Economics	11570	½ credit Grades 11-12
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This course is a study of economic concepts such as markets, supply and demand, the measurement of economic activity, government finance and fiscal policy, banking, and international trade and finance. Students will practice their analytical skills and apply economic principles to practical situations.

The Holocaust and Human Behavior	11563	½ credit Grades 11-12
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Through a historical and sociological study of the Holocaust of Nazi Germany, students will examine prejudice, racism, and anti-Semitism. By tracing the historical roots of the events that led to the Holocaust and other examples of genocide, students will make the connection between history and the moral choices they confront in their own lives. Students will confront the moral questions inherent in the study of racism, anti-Semitism, and violence by understanding the value of courage, caring and compassion in dealing with these issues.



AP Human Geography	11548	1 credit Grades 11-12 
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AP Human Geography presents high school students with the curriculum equivalent of an introductory college level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields; economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.

Prerequisite: Two credits in Social Studies.

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Tides Over Time: Oceanography & Maritime History	11464	1 credit Grades 10-12
<p>This two-part course Oceanography and Maritime History (.5 Science credit and .5 Social Studies credit) will combine an introduction to biological, geological, physical and chemical oceanography with maritime history. It will include the exploration of the geological structure of the ocean floor; paleoceanography; the chemical composition and properties of seawater and pollutants; the physical study of waves, tsunamis, tides and currents and the innumerable forms of life within the oceans. A variety of ocean ecosystems and the key role that oceans play in climate change, both now and in the geologic past, will be explored. The Maritime history component will be an introduction to the history of North American seafaring from the Pre-Colombian Era through the twentieth century. There will be an emphasis on New England's relationship to the sea. We will explore the historical, economic, and political ties to the ocean. In understanding the scientific aspects of the ocean, it is essential to include our region's history and dependence on the sea.</p>		
Music and American Society	11586	½ credit Grades 10-12
<p>This course is a survey of late 19th and 20th century American music. Students will study music as a cause and effect of the social, economic and political trends of this country. Students will also study the evolution of American musical genres throughout the 20th century and various musical artists and performances. Writing assignments and a research project are required. Students committed to a serious inquiry of this subject are best suited for this course.</p>		
AP Psychology	11556	1 credit Grades 11-12  
<p>This course reflects the content of an introductory college course in Psychology as outlined by the College Board Advanced Placement program. AP Psychology is an introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.</p> <p>Students are responsible for completing a summer reading assignment. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.</p> <p>Prerequisite: Two credits in Social Studies</p>		
Psychology	11555	½ credit Grades 10-12
<p>This course is an introduction to the study of mental health and human behavior. Students will examine the areas of personality/human development, learning, emotions, motivation, disorders and current mental</p>		

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health issues. Contemporary ideas regarding these and other topics will be explored. This course includes the use of primary source materials, supplemental readings and activity-based instruction.

Rhode Island History

11588

**½ credit
Grades 10-12**

This course will seek to highlight the historical, cultural and economic development of the Town of South Kingstown and the State of Rhode Island. Topics will include settlement, industrialization, immigration, political history, geography, local history and Narragansett Bay. Students will perform several oral presentations and classes will debate many of the major topics both past and current in our state. A major travel research project is required as part of the Comprehensive Course Assessment.

Sociology

11550

**½ credit
Grades 10-12**

This course deals with the means by which people relate to one another as members of groups. Areas of study include cultural variation and change, social interaction, social stratification and socialization. Students will be introduced to a number of current social issues, including education, poverty, race, gender, healthcare, aging, crime and diversity. Successful completion of this course will include a research essay and presentation, a senior citizen interview and an end of the semester reflection essay.

Sports in American Society

11587

**½ credit
Grades 10-12**

This course will focus on the evolving role of sports in American society. Students will examine the history of sports and its relationships with race, gender, economics, and politics in the United States. Additional topics will include social pressures, drug abuse, violence, and careers in sports. Students will conduct historical research and apply their analytical and interpretation skills in order to evaluate primary and secondary documents.

SENIOR PROJECT

Senior Project/Civic Action

11596

**½ credit
Grade 12**

In order to graduate from SKHS, all students must complete a Senior Project during the spring semester of their senior year. After successful completion of the Senior Paper class, seniors will be enrolled in the Senior Project class which is designed so that they will produce tangible evidence combining the knowledge gained in the research process and the experience in the field with a mentor. Students will be working on this in and out of school for a large part of the senior year. Students are required to present their Senior Project, which provides an opportunity for students to showcase the knowledge gained through the Senior Project experience to a panel of judges comprised of teachers, staff, and community members. In addition to working on the Senior Project, students will be engaged in a civics curriculum designed to expose and develop students understanding of domestic and international issues faced by Americans, including basic civic rights and responsibilities. This course is both student-centered and reflective. Consequently, when the students leave this course, not only will they be college and career ready, but they will be better equipped to handle the demands and rigor of life.

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VIDEOGRAPHY (Not for Social Studies credit)

Intro to Videography

11591

$\frac{1}{2}$ credit
Grades 9-10

This 9th & 10th Grade elective will introduce students to the history of cinema and video production. Historical films and techniques will be explained and practiced. Students will be introduced to software, cameras and accessories will be utilized to learn film production. This course is both student-centered and reflective. Consequently, when the students leave this course, they will have basic knowledge of video production, software, cameras and accessories that will help them in projects and videography classes in the future.

Videography

11590

$\frac{1}{2}$ credit
Grades 10-12

This course teaches the skills in basic digital video editing, camera operation, software and both pre- and post- production technology. Students will produce their own programming for school-related and community- related activities for presentation.

Advanced Videography

11595

$\frac{1}{2}$ credit
Grade 11-12

This course further develops the digital video skills using high-definition cameras and software with an emphasis on script writing, story development and a more demanding production schedule.

Prerequisite: Successful completion of Videography 11590

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Science Department



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SCIENCE

The science department at South Kingstown High School (SKHS) recognizes the common core of learning - communication, problem solving, body of knowledge, and responsibility. It is the goal of the department to cultivate scientific habits of mind, engagement in scientific inquiry, and reasoning in a scientific context. All students graduating from SKHS will address the scientific and engineering practices, crosscutting concepts, and disciplinary core ideas set forth in the Next Generation Science Standards (NGSS) adopted by the Rhode Island Department of Education (RIDE). Proficiency in the NGSS will be determined by completion of the Rhode Island Next Generation Science Assessment taken during the Spring of the Junior year. Additionally, students will understand the use and application of technology and its significance in the scientific world. **All students must complete a minimum of three years of science as described below.**

Core course selections (in earth & space science, biology, chemistry, and physics) are aligned with the NGSS. All students must be exposed to core science concepts in order to demonstrate proficiency with the NGSS Performance Expectations in earth and space sciences, life science, and physical science. **The science department offers two options to proficiency in science including accelerated, and college and career preparation.** Course descriptions including the Career and Technical Education (CTE) designation are part of a RIDE-approved CTE program.



All incoming Freshmen will take Biology, unless they meet the criteria for placement in the accelerated course sequence and have opted to enter the biomedical pathway. Selection criteria for entry into the accelerated course sequence includes Grade 8 testing results, course grades in English language arts, mathematics, and science, and Grade 8 science teacher recommendation. Incoming freshmen meeting the selection criteria may enter an accelerated sequence of science courses including Honors Biology (Grade 9), Honors Chemistry (Grade 10), and AP Physics 1 or Honors Physics (Grade 11). Students in the CCP option enter Biology (Grade 9), Planetary Dynamics (Grade 10) and Chemistry or Science electives (Grade 11). **Students in the CCP option have flexibility to enter honors courses if appropriate.**

Students may elect to apply to CTE pathways in the science department. Current RIDE-approved CTE offerings include Certified Nursing Assistant, Emergency Medical Technician, and Project Lead the Way (PLTW) Biomedical Science. **NOTE: The Biomedical Science pathway is not widely approved to meet college admissions expectations for future STEM majors. It is required that students enrolled in the PLTW Biomedical Science pathway take these courses as electives, in addition to core science courses.**

Earth and Space Science

11401

**1 credit
Grades 10 -12**

The fundamental goal of the course is to provide a contemporary approach to quantitative and conceptual understanding of Earth and space science including physical science concepts. This course emphasizes the connection between science and real-world applications, providing an opportunity for analytical thinking and collaboration. Content includes exposure to weather and climate, geology, oceanography, human sustainability, and astronomy. Through inquiry-based learning, students will demonstrate an understanding of the physical laws of nature, applied mathematics, and engineering. Students are responsible for the timely completion of laboratory experiences and projects. Tools and technology are used to develop laboratory

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skills. Understanding of basic mathematical concepts is recommended in order to apply quantitative and problem solving techniques to scientific data. This course is a laboratory science.

Biology

11421

**1 credit
Grades 9-12**

This course emphasizes the basic principles common to all living things, including how life is interrelated and diverse, through the study of life at molecular, cellular and organismal levels. Topics include ecology, biochemistry, cell biology, genetics, and evolution. Information on careers in biology and health sciences is presented. There is a focus on laboratory investigation, scientific writing and problem solving. The course involves using lab data, mathematical computation and analysis. This course is a laboratory science.

Biology: Allied Health

11456

**1 credit Grades

9-12**

This course emphasizes the basic principles common to all living things, including how life is interrelated and diverse, through the study of life at molecular, and cellular levels. Topics include ecology, biochemistry, cell biology, genetics, and evolution. Information on careers in biology and the medical field, including CNA & EMT, is presented. There is a focus on laboratory investigation, scientific writing and problem solving, and the medical fields. The course involves using lab data, mathematical computation and analysis. This course is a laboratory science.

CTE Course 

Honors Biology

11420


**1 credit Grades 9-
12**

This course emphasizes the basic principles common to all living things, including how life is interrelated and diverse, through the study of life at molecular, and cellular levels. Topics include ecology, biochemistry, cell biology, genetics, and evolution. Information on careers in biology and health sciences is presented. There is a considerable focus on laboratory investigation, scientific writing and problem solving. The course involves using lab data, mathematical computation and analysis. The purpose of this course is to provide students with an opportunity to practice greater in-depth analysis of Biology concepts. Extensive writing and reading, advanced mathematical calculations and additional inquiry opportunities will provide added rigor. This course is recommended for those taking the SAT Subject Test in Biology. This course is a laboratory science.

Recommendation: Based on the visual and often abstract nature of this course, students are recommended to have successfully completed or are concurrently enrolled in geometry or a higher level math course.

Honors Biology-Allied Health


11457

**1 credit Grades 9-

12**

This course emphasizes the basic principles common to all living things, including how life is interrelated and diverse, through the study of life at molecular, and cellular levels. Topics include ecology, biochemistry, cell biology, genetics, and evolution. Information on careers in biology and the medical field, including CNA & EMT, is presented. There is a considerable focus on laboratory investigation, scientific writing, problem

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solving and the medical fields. The course involves using lab data, mathematical computation and analysis. The purpose of this course is to provide students with an opportunity to practice greater in-depth analysis of Biology concepts. Extensive writing and reading, advanced mathematical calculations and additional inquiry opportunities will provide added rigor. This course is recommended for those taking the SAT Subject Test in Biology. This course is a laboratory science.

Recommendation: Based on the visual and often abstract nature of this course, students are recommended to have successfully completed or are concurrently enrolled in geometry or a higher level math course. **CTE Course** 

Astronomy	11406	½ credit	Grades 11-12
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This course will provide students with an introduction to the concepts of modern astronomy, including the origin and history of the universe and solar system. Students will participate as citizen scientists and contribute to the field of astronomy by categorizing galaxies, searching for near-earth asteroids and locating new black holes. We will examine how the heavens have influenced human thought and action and look at how our understanding of Earth's place in the universe has changed over time. The course will demonstrate how the laws of physics are used to reveal mysteries of the universe. Elementary physics and mathematics will be used to obtain both a qualitative and a quantitative understanding of astronomy. Spectroscopy, space technology, planetary motion, stellar evolution, measuring distances in space and the search for extraterrestrial life are among the topics covered. The course is a laboratory science.

Tides Over Time: Oceanography & Maritime History	11464	1 credit	Grades 10-12
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This course will provide an introduction to biological, geological, physical and chemical oceanography including an exploration of ocean technology and engineering.

Topics include: the geological structure of the ocean floor and mineral resources, paleoceanography, the chemical composition and properties of seawater and pollutants; the physical study of waves, tsunamis, tides and currents, the diversity of marine ecosystems, and the role of the oceans in climate change. The course also introduces students to the history of North American seafaring from the Pre-Columbian Era through the twentieth century. There will be an emphasis on New England's relationship to the sea. We will explore the historical, economic, and political ties to the ocean. In understanding the scientific aspects of the ocean, it is essential to include our region's history and dependence on the sea. The course is a laboratory science.

Prerequisite: Successful completion of Honors Biology 11420 or Biology 11421

The Physical Ocean	11460	.5 Credit	Grades 10-12
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The Physical Ocean is designed to be an elective course for students with a career or special interest and high motivation for an in-depth study of the physical properties of the Earth's oceans. Using tools and techniques of oceanographers, students will explore physical, geological, and chemical oceanography. The global ocean is the key element in understanding Earth's hydrological cycle and its role in the planet's climate. The course is a laboratory science.


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Prerequisite: Successful completion of Honors Biology 11420 or Biology 11421

Marine Biology	11462	.5 Credit	Grades 10-12
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This elective course is designed for students with a career or special interest and high motivation for an in-depth study of marine biology. This course focuses on the identification, classification and interaction of marine organisms from plankton to apex predators. There is a focus on fish diversity, sharks, marine mammals, and deep-sea biology. Topics students study including ecological concepts of the sandy beach, rocky shore and benthic communities in Rhode Island waters. The course is a laboratory science.

Prerequisite: Successful completion of Honors Biology 11420 or Biology 11421

Human Anatomy & Diseases	11452	1 credit	Grades 10-12 
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This course is a requirement for Allied Health CTE programs.

NOTE: Concurrent enrollment in Honors Anatomy & Physiology 11451 OR PLTW-Human Body Systems 11476 is not allowed.

The relationships between structure and function in the human body are studied in this project-based course. This is accomplished through experimentation, case studies, examination of organs and comparison of systems, including the nervous, skeletal, integumentary, digestive, cardiovascular, endocrine, vascular, respiratory and excretory systems, as well as the senses. Emphasis is placed on medical terminology, gross anatomy, and diseases of the human body. This course is a laboratory science.

Prerequisite: Successful completion of Honors Biology 11420 or Biology 11421

CTE Course 



Honors Anatomy & Physiology	11451	1 credit	Grades 10-12 
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The relationships between structure and function in the human body are studied in this course. This is accomplished through laboratory experience, dissections, case studies, and comparison of systems. Topics of study include biological chemistry, histology, and the nervous, skeletal, muscular, digestive, cardiovascular, endocrine, respiratory and excretory systems. Students' personal experiences related to disease, careers in the science field and current events are incorporated into the study. Students will have the opportunity to complete portfolio assignments in this course. This course is useful to students intending to pursue a career in the healthcare field or planning on completing the SAT Subject Test in Biology. This course is a laboratory science.

Prerequisite: Successful completion of Biology 11420 with a grade of B or higher and teacher recommendation or successful completion of Honors Biology. Successful completion or concurrent enrollment in Chemistry 11431 or Honors Chemistry 11432 is required.

CTE Course 

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AP Biology	11424	1 credit	Grades 10-12  
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NOTE: Enrollment preference is given to students with junior or senior standing. Students in their sophomore year who have previously completed Honors Biology 11420 (with an A or B) as a freshman may enroll with Department Chair approval.

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course. Topics to be discussed include: the chemistry of life, cell structure and function, cellular energetics, cell communication and the cell cycle, heredity, gene expression and regulation, natural selection, and ecology. All of these topics fall under the four big ideas for the course: Evolution, Energetics, Information Storage and Transmission, and Systems Interaction. AP Biology aims to provide a laboratory experience equivalent to that of a typical college course. This course is intended for students who have a strong interest in biology or who are considering a career in the biological sciences.

This course requires a summer assignment. Students who enroll in this AP course are required to complete the AP Biology exam offered in May. Payment and online registration for the exam will be required during the first weeks of school in September.

Prerequisite: Successful completion of Biology 11421 (with an A) or Honors Biology 11420 (with an A or B) **AND** Chemistry 11431 (with an A) or Honors Chemistry 11432 (with an A or B).



Environmental Biology	11461	1 credit	Grades 11-12
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This course is designed for students interested in a broad picture of the inner workings of nature and sustainability practices. Students will explore the environmental, social, and economic issues that affect the present and future health of our community. Experiential learning will include agriculture and a small mammal field study. Students will have the hands-on opportunity to work in the SKHS garden. Course topics include: Earth's climate, major biomes of the world, ecosystem structure, environmental problems, food webs, population control, predator/prey relationships, biodiversity, and botany. The program is highly recommended for students interested in pursuing environmental studies in college. This course is a laboratory science.




Sustainable Agriculture-Fall: Discovering the Nature of Plants	11402	½ credit Fall Semester	Grades 10 -12
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An introductory course for those students interested in exploring humans' interaction with plants as we strive to maintain a sustainable environment. This semester includes fall harvest and garden maintenance. Academic topics include the relationships between plants and other organisms, how plants cope in their environments, and plant-human interactions. Growing could include fall greens and plant propagation techniques such as cuttings and layering. The course will employ the SKHS greenhouse, gardens, and student kitchen. Students will gain hands-on gardening and cooking skills that will last a lifetime. They will develop an appreciation for the agricultural system that we all rely on to put food on our plates as well as the use of plants in the beautification of our surroundings. This course is a laboratory science, recommended for students considering careers in botany, agriculture, and landscaping.

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Sustainable Agriculture-Spring: Hands-on Horticulture	11403	½ credit Spring Semester	Grades 10 -12
<p>Horticulture is the cultivation of plants for food, comfort, and beauty. An introductory course for those students interested in exploring human’s interaction with plants as we strive to maintain a sustainable environment. This semester includes spring seedling production in the greenhouse culminating in a community plant sale. Academic topics include soils, plant nutrition, and pest management. Garden tasks include transplanting from greenhouse to SKHS garden beds. The course will employ the SKHS greenhouse, gardens, and student kitchen. Students will gain hands-on gardening and cooking skills that will last a lifetime. They will develop an appreciation for the agricultural system that we all rely on to put food on our plates as well as the use of plants in the beautification of our surroundings. This course is a laboratory science, recommended for students considering careers in botany, agriculture, and landscaping.</p>			
AP Environmental Science	11458	1 credit	Grades 11-12  
<p>NOTE: With sufficient enrollment this course will be offered in alternate academic years with AP Chemistry 11433. This course will be offered in 2023-2024</p> <p>The AP Environmental Science course is equivalent to a one-semester introductory college environmental science course. The course is designed to be taken by students after successful completion of Biology and Chemistry. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study such as Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution and Global Change. This course is a laboratory science.</p> <p>Students who enroll in this AP course are required to complete the AP Environmental Science exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.</p> <p>Prerequisite: Successful completion of Biology 11421 or Honors Biology 11420. Successful completion or concurrent enrollment in Chemistry 11431 or Honors Chemistry 11432. Recommended: Due to the quantitative analysis required in the course, students are recommended to have successfully completed at least one year of algebra. Knowledge of earth science concepts is also recommended.</p>			
Animal Behavior	11481	½ credit	Grades 11-12
<p>This course covers the behaviors employed by animals to facilitate their survival and improve their fitness. It is designed to be taken by students after successful completion of Biology or Honors Biology. Topics to be covered are learning and instinct, communication, animal migration, reproduction and mating, parenting and social behavior. Concepts from genetics, natural selection and evolution will be applied to animal behavior. Current articles on animal behavior will be read and discussed, and laboratory activities will be conducted. A research project involving independent field work is required. This course is a laboratory science.</p> <p>Prerequisite: Successful completion of Biology 11421 or Honors Biology 11420.</p>			

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Chemistry	11431	1 credit	Grades 10-12
<p>This is a laboratory course that meets the standards in preparation for further post-secondary science programs. Problem solving, concept building and reasoning skills are integral to this course. This involves interpretation of word problems; application of acceptable methods for solving problems along with hands-on lab experience. Emphasis will also be placed on critical thinking, use of tools and technologies, scientific communication, and scientific inquiry and investigation, and alternate methods of assessment. Focus is placed on the quantitative and qualitative analysis of problems and experimental evidence. Topics include Relationships between Matter and Energy, Properties and Classification of Matter, Atomic Structure, Electron Arrangement, Periodicity and the Periodic Table, Chemical Bonding, Reactions and Reaction types, Chemical Shorthand and Equations, Stoichiometry, and Gas Laws. The course employs physical science concepts, technology and applied learning. A solid mathematical foundation including algebra and geometry is recommended to ensure success with the abstract and quantitative concepts in this course. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a fourth year of mathematics. This course is a laboratory science.</p>			
Honors RIC Chemistry	11432	1 credit	Grades 10-12 
<p>This is a laboratory course that meets the standards in preparation for further post-secondary science programs. The program focuses on greater depth and breadth of the concepts covered in Chemistry 11431. Emphasis is placed on problem solving, concept building, critical thinking, scientific inquiry, and reasoning skills. These skills are accomplished by means of word problems, application of acceptable methods for solving problems, alternate assessment, and hands-on lab experience. The curriculum employs a strong commitment to an accurate, authoritative and comprehensive view of chemical principles. Topics include properties of matter, atomic theory, chemical reactions, periodicity and the periodic table, stoichiometry, thermochemistry, quantum theory, electron configuration, and chemical bonding. A deep understanding of mathematical concepts and skills to apply mathematics in scientific context is strongly recommended for this course.</p> <p>This course is required to participate in the Rhode Island College Early Enrollment Credit Program when followed by enrollment in AP Chemistry 11433. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a fourth year of mathematics. This course is a laboratory science.</p> <p>Prerequisite: Successful completion of Biology 11421 (with an A) or Honors Biology 11420 (with an A or B) is preferred. Recommended: Due to the quantitative analysis required in the course, students are recommended to have successfully completed or are concurrently enrolled in Algebra 2 11332 or a higher level math course.</p>			
AP/RIC Chemistry	11433	1 credit	Grades 11-12  
<p>NOTE: With sufficient enrollment this course will be offered in alternate academic years with AP Environmental Science 11458. This course will next be offered in 2024-2025.</p>			

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The AP Chemistry course and successful completion of Honors Chemistry 11432 is designed to be the equivalent of two semesters of general chemistry usually taken during the first college year. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Topics to be discussed are: the kinetic-molecular theory, liquids, solids and solutions, acid-base reactions and buffer systems, oxidation-reduction reactions, equilibrium, kinetics and thermodynamics, and organic chemistry. AP Chemistry aims to provide a laboratory experience equivalent to that of a typical college course. This class is intended for students who have a strong interest in chemistry or are considering a STEM career. A college text is used in this course. This course is considered a laboratory science. **This course requires a summer assignment. Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.**

This course meets the Mathematics Common Core State Standards (CCSS) to be considered a fourth year of mathematics.



Students who enroll in this AP course are required to complete the AP Chemistry exam in May. Payment and online registration for the exam will be required during the first weeks of school in September. This course is a laboratory science.

Prerequisite: Students should have successfully completed Honors Chemistry 11432 **Recommended:** Algebra 2 11332 or Honors Algebra 2 11333.

H Physics 1	11446	1 credit	Grades 11-12
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The fundamental goal of the course is to provide a mathematical and conceptual understanding of physics concepts. The program emphasizes the development of mathematical problem solving skills, along with laboratory techniques and computer skills. A strong background in algebra, geometry and introductory trigonometry is required. The course covers the structure and function of matter, motion, forces, energy conservation and transfer, momentum, torque and power. A final culmination of this course requires that students identify, manage, and carry out a curriculum-encompassing engineering project. This course is a laboratory science. **This course meets the Mathematics Common Core State Standards (CCSS) to be considered a fourth year of mathematics.**

Recommended: Successful completion of Algebra 2 11332 or Honors Algebra 2 11333.

AP/URI Physics 111/185	11445	1 credit	Grades 11-12
			 

This introductory course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This class is intended for students who have a strong interest in physics or are considering a STEM career. The fundamental goal of this course is to provide a conceptualization of the physical environment and utilizes a university text. Students will develop concepts in basic physics, but there is an emphasis on mathematical problem solving

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skills and laboratory techniques. An integrated knowledge of algebra, geometry, and trigonometry is required. A final culmination of this course requires that students identify, manage, and carry out a curriculum – encompassing engineering project. This course is a laboratory science. **This course meets the Mathematics Common Core State Standards (CCSS) to be considered a fourth year of mathematics. Students who enroll in this AP course are required to complete the AP Physics 1 exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.**

Students taking this course may be eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university’s grading policy.

Students taking this course in conjunction with Honors URI Precalculus 111 may be eligible for Honors URI Engineering MCE 201 in the 2024-2025 school year.


Recommended: Successful completion of Honors Geometry 11323 and Honors Algebra 2 11333. It is strongly recommended that students have completed or are concurrently enrolled in Honors Pre-Calculus 11343, Honors URI Precalculus 111 or a higher level math course. Due to the sequential nature of the AP Physics courses, preference will be given to juniors who require this course as a prerequisite to taking AP Physics 2 11444.

<p style="text-align: center;">AP Physics 2</p>	<p style="text-align: center;">11444</p>	<p style="text-align: center;">1 credit</p>	<p style="text-align: center;">Grade 12</p> <div style="background-color: #0070C0; color: white; padding: 2px; text-align: center; font-weight: bold;">AP</div> <div style="background-color: #333; color: white; padding: 2px; text-align: center; font-size: small;">CollegeBoard</div>
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This advanced course considers traditional topics in physics beyond those in AP Physics 1 (11445) and represents a preparation targeted for further study in the sciences or in engineering at the university level. The fundamental goal of the course is to provide a further conceptualization of the physical environment. This course is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; light and optics; and atomic and nuclear physics. Mathematical analysis of situations and problem solving are heavily stressed, and laboratory design techniques supplement this goal. This course is a laboratory science. **This course meets the Mathematics Common Core State Standards (CCSS) to be considered a fourth year of mathematics. Students who enroll in this AP course are required to complete the AP Physics 2 exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.**

Prerequisite: Successful completion of AP Physics 1 (11445) or Honors Physics 11446 **Recommended:** Concurrent enrollment in Honors Pre-Calculus 11343 or a higher level math course.

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Certified Nurse Assistant	CNA Science 11473 (1.0 credits) CNA Health/PE 11472 1 credit)	2 credits	Grade 11-12 Only for CTE Students 
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The CNA course will prepare students to learn about the patient care in nursing facilities, patient homes and hospitals. Upon successful completion of this high school Nursing Assistant training program, the candidate will know and be able to:

1. Assist patients/residents with Activities of Daily Living (ADLs) including personal hygiene, dressing and grooming, nutrition and hydrations, elimination, rest/sleep/comfort;
2. Perform basic nursing skills including, following infection control and safety/emergency procedures/practices, therapeutic/technical procedures, data collection and reporting;
3. Assist patients/residents with restorative care skills;
4. Assist patients/residents with emotional and Mental Health needs;
5. Communicate with medical personnel and patients;
6. Abide by client's rights, legal and ethical behaviors;
7. Be an active member of the healthcare team;

Students may be expected to complete the required fieldwork experience outside of their school day

Credentials

The CNA program at SKHS comprises a total of 256 hours between classroom and clinical internship before the student is allowed to take the state certification exam. Successful completion of coursework and clinical experience offered through this course will prepare students to take the Rhode Island Certified Nursing Assistant (CNA) license secured by successfully passing a written exam/skills evaluation with an associated **cost of \$169.00 (state testing) & \$35 (state license), & \$5 (background check)**. *A student is allowed one (1) year from the date you began your nursing assistant training program to pass the nursing assistant examination. If you do not pass the NNAAP Examination within the 1-year training period or have failed the examinations three (3) times, the candidate is required to re-train in the program. The cost of the CNA and/or EMT course is covered by the South Kingstown School District unless the student chooses to drop the course(s) after the SKHS Semester 1 deadline has passed. This deadline is 10 school days into the school year. Students dropping out after this established date **are financially responsible for reimbursement of tuition** to SKHS.


Other credentials included within the training course:

BLS for the healthcare provider CPR

This course is a laboratory science.

CTE Course 

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Emergency Medical Technician	Science 11480 (1 credit) EMT Health/PE 11482 (1 credit)	2 Credits	Grade 12 Only for CTE Students 
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In this course students will complete 256 hours of EMT training which comprises all related coursework and fieldwork experience, some of which may need to be completed outside the school day. This training prepares students to take the NREMT computer based certification exam along with a NREMT Based practical skills exam required in order to become a licensed EMT in Rhode Island. The exam has an associated cost of approximately \$100. Once licensed the individual may work in both the public and private EMS setting. The EMT is considered the entry level provider to work on an ambulance or rescue in RI. At SKHS the EMT candidate will receive training in the required curriculum for the course, but will also receive; certification in emergency vehicle operations for ambulances, Supra-glottic airway management, and continuous positive airway pressure (CPAP), advanced pharmacology and Rhode Island Pre-Hospital Care Protocols. Students may be expected to complete the required fieldwork experience outside of their school day. The cost of the EMT and/or CNA course is covered by the South Kingstown School District unless the student chooses to drop the course(s) after the SKHS Semester 1 deadline has passed. This deadline is 10 school days into the school year. Students dropping after this established date are financially responsible for full tuition reimbursement to SKHS.

Credentials

The students, who wish to become a skilled EMT in Rhode Island, have to go through an EMT training program and may have to provide a Bureau of Criminal Identification (BCI) report. Students must be 18 years old with a high school diploma.

Other Credentials included within the training course:

- BLS for the Healthcare provider
- Incident Command System 100
- Incident Command System 200
- National Incident Management System 700
- National Incident Management System 800
- AWR-160 (terrorism awareness)

This course is a laboratory science.

CTE Course 

Pharmacy Technician	11894	1 Credit	Grades 12
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The Pharmacy Technician course will prepare students to learn the knowledge and skills necessary for a career as a pharmacy technician. Students will learn how to prepare medications for dispensing, adhere to state and federal regulations, provide excellent customer service skills, take inventory, and order supplies, all while being exposed to real-world situations pharmacy facilities are faced with day to day. Students will attend a weekly clinical work experience. Upon successful completion of this high school Pharmacy Technician training program, the candidate will know and be able to:

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1. Identify industry basics as well as tools and trends of both retail and institutional pharmacy settings.
2. Recognize basic technologies related to an office environment.
3. Distinguish between drugs of different classifications and their corresponding rules and regulations.
4. Perform general operations of electronic drug dispensing system, including maintaining, assigning, refilling and removing medication.
5. Properly identify common generic and brand name drugs and their basic functions.
6. Identify and describe current pharmacy-related regulations and standards, including safety, accuracy, dispensing, and ethical behavior.
7. Define the responsibilities of a pharmacy technician in different pharmacy settings.

Students may be expected to complete the required fieldwork experience outside of their school day. In the clinical experience, students will need to greet and interact with patients to establish positive relationships and experiences, utilize computer-based pharmacy program, manage cash register and complete customer transactions, help maintain pharmacy inventory, ensure a clean, safe and organized work environment, assist pharmacist preparation and distribution of medicine, ability to remain on task, excellent written and spoken expression, self motivation, and self discipline.

Credentials

The Pharmacy Technician program at SKHS comprises a total of 120 hours between classroom and clinical internship before the student is allowed to take the state certification exam for Pharmacy Technician 2.

Successful completion of coursework, and clinical internship offered through this course will prepare students to take the completion of Pharmacy Technician Certification Examination (PTCE) or the National Healthcare Association's "ExCPT" Certification Examination secured by successfully passing a written exam/skills evaluation with an associated **cost of \$99.00 for Pharm Tech 2 license**. Upon successful completion of the exam and clinical internship, the students will also apply for the Rhode Island Pharmacy Technician 1 license and potentially Pharmacy Technician 2 license (after proper completion of class & clinical experience at age 18), with an associated cost of **\$25 for each license**. A total of \$50 for both licenses.

Prerequisite: Successful completion of Biology and Chemistry

PLTW - Principles of Biomedical Science	11475	1 credit	Grade 9-12 
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In the introductory course of the Project Lead the Way (PLTW) Biomedical Science program, students explore concepts of biology and medicine to determine the factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

This course is a laboratory science.

Concurrent course: Biology 11421 or Honors Biology 11420 is required

CTE Course 


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PLTW - Human Body Systems	11476	1 credit	Grade 10-12 
<p>NOTE: Concurrent enrollment in Honors Anatomy & Physiology 11451 OR Human Anatomy & Disease 11452 is not allowed.</p> <p>Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.</p> <p>This course is a laboratory science.</p> <p>Prerequisite: Successful completion of PLTW-Principles of Biomedical Science 11475</p> <p>CTE Course </p>			
PLTW - Medical Interventions	11477	1 credit	Grade 11-12
<p>Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p> <p>This course is a laboratory science.</p> <p>Prerequisite: Successful completion of PLTW-Human Body Systems 11476</p> <p>CTE Course </p>			
PLTW - Biomedical Innovation	11478	1 credit	Grade 12
<p>In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.</p> <p>This course is a laboratory science.</p> <p>Prerequisite: Successful completion of PLTW-Medical Interventions 11477</p> <p>CTE Course </p>			
PLTW Environmental Sustainability	11479	1 credit	Grade 10-12
<p>In Environmental Sustainability, students apply engineering principles to investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges. The course is a laboratory science.</p> <p>Prerequisite: Successful completion of Honors Biology 11420 or Honors Biology-Allied Health 11457 or Biology 11421 or Biology-Allied Health 11456</p>			

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URI Introduction to Computing and Data Science CE	11465	½ credit	Grades 9-12 
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This is a 4 credit concurrent enrollment URI course (CSC 101: Computing Concepts) that introduces computer programming in a creative way and provides the computational thinking skills of programming, algorithm development, and data analysis that can be used in other classes, such as NGSS science classes. Students may be eligible to earn 4 credits at the University of Rhode Island through their CSC 101 course. Successful completion of this course meets the graduation requirement for .5 credit in Science. Students taking this course are eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy. **There are no prerequisites for this course.**

PLTW/URI Cyber Security CE	11490	1 credit	Grades 11-12 
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This is a 4 credit concurrent enrollment URI course (CSF 102G: Cyber Security Technology & Issues in a Global Society). Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Successful completion of this course meets the graduation requirement for 1 credit in Science. Students taking this course are eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.



Prerequisite: Successful completion of AP/PLTW/URI Computer Science Principles CE 11467

Blender 1: 3D Modeling	11491	½ credit	Grades 9 -12
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Have you ever wanted to know how video game designers create their motion graphics, 3D characters, and scenery within their games? Then this course is for you! This course will walk you through every step of creating motion graphics and 3D digital animation. You will cover the fundamentals of navigating and modeling in Blender, along with texturing, rigging, animating, lighting, and rendering. This is a competency-

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based course where you will run through specially crafted challenges that are designed to build your skills throughout the semester. You will then take what you learned in each challenge to create unique creations designed by you.

AP/PLTW/URI Computer Science Principles CE	11467	1 credit	Grades 10-12  
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This is a 4 credit concurrent enrollment URI course (CSC 106: The Joy of Programming). Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

Students taking this course are eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.

Prerequisite: Successful completion of PLTW Computer Science Essentials or URI Introduction to Computing and Data Science CE

CTE Course 

Genius Hour	11494	½ credit	Grade 9-12
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Genius hour has its origins at Google where engineers are allowed to spend 20% of their time at work focusing on a project of interest. At SKHS Students will deeply explore a topic/question of personal interest - "passion projects". They will document their progress, and finally - will present what they've created to a greater audience. They will be guided by the teacher to 1) choose the topic; 2) pitch the idea (including setting a goal that indicates success to them); 3) research/learn; 4) make, create, design, build a product; 5) present their creation (e.g. TED talk style) to the world/larger audience; 6) reflect on their learning process. Each project might take 6-9 weeks to complete. Grading will focus just as much on progress and reflection of learning as on the final product.

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World Languages Department



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WORLD LANGUAGE ARTS

Studying a world language enables students to communicate with those of other cultures and to better understand and appreciate the rich cultural diversity of the world. Such skills not only enable students to effectively participate in our diverse community but they also support a better understanding of their own culture, language, and selves.

French 1

11212

1 Credit

This course begins the skill development necessary to communicate in French, initiates cultural awareness, explores connections with other disciplines, compares francophone and American culture, and encourages the use of French beyond the classroom.

French 2

11222

1 Credit

This course further develops the skills acquired in French 1. Building blocks allow students to better express personal information and describe familiar routines, recount past events, state future plans, and offer opinions. Francophone world exploration is expanded to include the Maghreb in Africa, the French Caribbean, and French Canada.

Honors French 2

11221

1 Credit

This course further develops the skills acquired in French 1. Building blocks allow students to better express personal information and describe familiar routines, recount past events, state future plans, and offer opinions. Exploration of the francophone world is expanded to include the Maghreb in Africa, the French Caribbean and French Canada. Performance indicators in the honors section presuppose a higher level of proficiency than in the college prep section.

French 3

11232

1 Credit

This course continues the development of competencies begun in French 1 and 2. Practice and the acquisition of more advanced grammar structures and vocabulary allow students to expand their ability to function in a French-speaking environment. This course reinforces and further develops the skills necessary to relate past history and future plans (including hopes and fears); hypothetical situations are raised and discussed. Cultural awareness is expanded through exposure to history, art, literature, and francophone contributions to the world.

Honors French 3

11231

1 Credit

This course continues the development of competencies begun in Honors French 1 and 2. Practice and acquisition of more advanced grammatical structures and vocabulary allow students to expand their ability to function in a French-speaking environment. This course reinforces and further develops

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the skills necessary to relate past history and future plans (including hopes and fears); hypothetical situations are raised and discussed. Cultural awareness is expanded through exposure to history, art, literature, and francophone contributions to the world. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.

French 4

11242

1 Credit

This course continues to develop communicative competence through the study of French history, literature, and culture. As students practice, refine, and expand skills from previous study, students are encouraged to connect history and current events through personal experiences, selected texts, and media sources. The year culminates in a project requiring examination of a topic from government, politics, industry, important artistic and literary figures, or important issues in the French-speaking world.

Honors French 4

11243

1 Credit

This course continues to develop communicative competence through the study of French history, literature, and culture. As students practice, refine, and expand skills from previous study, students are encouraged to connect history and current events through personal experiences, selected texts, and media sources. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.

AP French Language and Culture

11241

1 Credit

AP


 CollegeBoard

This course meets AP course requirements as established by The College Board. Rigorous, intense grammar and language study prepares students to express themselves competently in more idiomatic French. Students develop communicative competence through extensive language practice in the consideration of the products, practices, and perspectives of the francophone world. As they practice, refine and expand skills from previous study, students are encouraged to connect history and current events using personal experiences, selected texts, and various media sources. **This course demands a serious commitment to independent work outside of class. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.**



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Italian 1	11201	1 Credit
<p>This course begins the skills' development necessary to communicate in Italian; it also initiates cultural awareness, explores connections with other disciplines, compares Italian and U.S. cultures, and encourages the use of Italian beyond the classroom.</p>		
Italian 2	11202	1 Credit
<p>This course further develops the skills acquired in Italian 1. Building blocks allow students to better express personal information and describe familiar routines; it also allows them to recount past events, state future plans, and offer opinions. Cultural awareness includes such topics as the metric system, art, music, transportation, and communication systems.</p>		
Honors Italian 2	11206	1 Credit
<p>This course further develops skills acquired in Italian 1. Building blocks allow students to better express personal information and describe familiar routines, recount past events, state future plans, and offer opinions. Cultural awareness includes such topics as the metric system, art, music, transportation, and communication systems. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.</p>		
Italian 3	11203	1 Credit
<p>This course continues the development of competencies begun in Italian 1 and 2. It reinforces the skills necessary to discuss past events and future plans (including hopes, fears, etc.); hypothetical situations are raised and discussed. There is broader exposure to reading materials. Students gain summarizing skills in Italian and write short essays. Exploring similarities and differences between Italy and the United States reinforces cultural awareness.</p>		

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Honors Italian 3	11207	1 Credit
<p>This course continues the development of competencies begun in Italian 1 and 2. It reinforces the skills necessary to discuss past events and future plans (including hopes, fears, etc.); hypothetical situations are raised and discussed. There is broader exposure to reading materials. Students gain summarizing skills in Italian and write short essays. Exploring similarities and differences between Italy and the United States reinforces cultural awareness. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.</p>		
Italian 4	11204	1 Credit
<p>This course continues to develop communicative competencies while deepening insight into the Italian culture. As they practice, refine, and expand skills from previous years of study, students are encouraged to connect the Italian culture to their own. One of the students' goals is to achieve a greater ease in speaking and reading Italian through the consideration and study of literature and current events.</p>		
Honors RIC Italian 4	11208	1 Credit 
<p>This course continues to develop communicative competencies while deepening insight into the Italian culture. As they practice, refine, and expand skills from previous years of study, students are encouraged to connect the Italian culture to their own. One of the students' goals is to achieve a greater ease in speaking and reading Italian through the consideration and study of literature and current events. Discussion is coupled with grammar review and often culminates in writing. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section. Greater grammatical accuracy, ease of recall and overall fluency are expected and developed through more intense practice and reliance on the student's commitment to study outside of class. These higher expectations are expressed in rubrics and grading practices.</p> <p>Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college registration dates. Student work will be assessed according to the college's grading policy.</p>		

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AP/RIC Italian Language and Culture	11209	1 Credit  
<p>This course meets AP course requirements as established by The College Board. Rigorous, intense grammar and language study, in accordance with AP themes and curricular guidelines, prepare students to express themselves competently in Italian. Students develop communicative competencies through extensive language practice while considering the products, practices, and perspectives of contemporary Italian culture. As they practice, refine and expand skills from previous years of study, students are encouraged to connect history and current events using personal experiences, selected texts, and various media sources. This course demands a serious commitment to independent work outside of class. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.</p> <p>Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college registration dates. Student work will be assessed according to the college's grading policy.</p>		
Spanish 1	11252	1 Credit
<p>This course begins the development of skills necessary to communicate in Spanish, initiates cultural awareness, explores connections with other disciplines, compares Hispanic and American culture, and encourages the use of Spanish beyond the classroom.</p>		
Spanish 2	11262	1 Credit
<p>This course further develops the skills acquired in Spanish 1. Building blocks allow students to better express personal information and describe familiar routines, recount past events, and state future plans. This class further explores Hispanic products and practices.</p>		
Honors Spanish 2	11261	1 Credit

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This course further develops the skills acquired in Spanish 1. Building blocks allow students to better express personal information and describe familiar routines, recount past events, and state future plans. This class further explores Hispanic products and practices. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.

Spanish 3

11272

1 Credit

This course continues the development of competencies begun in Spanish 1 and 2. Practice and acquisition of more advanced grammar structures and vocabulary allow students to expand their ability to function in a Spanish-speaking environment. This course reinforces and further develops the skills necessary to relate past history and future plans (including hopes and fears); hypothetical situations are raised and discussed, and students can make recommendations. Students explore art, history, literature, and technological and the Hispanic world's cultural developments.

Honors Spanish 3

11271

1 Credit

This course continues the development of competencies begun in Spanish 1 and 2. Practice and acquisition of more advanced grammar structures and vocabulary allow students to expand their ability to function in a Spanish-speaking environment. This course reinforces and further develops the skills necessary to relate past history and future plans (including hopes and fears); hypothetical situations are raised and discussed, and students can make recommendations. Students explore art, history, literature, and technological and the Hispanic world's cultural developments. Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.

Spanish 4

11282

1 Credit

This course continues to develop communicative competencies while deepening insight into Hispanic culture. As they practice, refine, and expand skills from previous study, students are encouraged to connect their own culture to Hispanic culture. Audio-visual material assists in the improvement of speaking and critical listening skills. Students will read and discuss selected literary pieces in Spanish. Such topics will be summarized in a final essay (response to literature).

Honors RIC Spanish 4 CE

11281



1 Credit



SOUTH KINGSTOWN HIGH SCHOOL

This course continues to develop communicative competencies while deepening insight into Hispanic culture. As they practice, refine, and expand skills from previous study, students are encouraged to connect their own culture to Hispanic culture. Audio-visual material assists in the improvement of speaking and critical listening skills. Students will read and discuss selected literary pieces in Spanish. Such topics will be summarized in a final essay (response to literature). Performance indicators in the honors section presuppose a higher level of proficiency than in the regular section.

Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college registration dates. Student work will be assessed according to the college's grading policy.

AP/RIC Spanish Language CE	11283	1 Credit  
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This course meets AP course requirements as established by The College Board. Rigorous, intense grammar and language study, in accordance with AP themes and curricular guidelines, prepare students to express themselves competently in Spanish. Students develop communicative competencies through extensive language practice as they consider the Spanish-speaking world's products, practices, and perspectives. As they practice, refine and expand skills from previous study, students are encouraged to connect history and current events using personal experiences, selected texts, and various media sources.

This course demands a serious commitment to independent work outside of class. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September. Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college's registration dates. Student work will be assessed according to the college's grading policy.

SOUTH KINGSTOWN HIGH SCHOOL

Special Education Department



SOUTH KINGSTOWN HIGH SCHOOL

SPECIAL EDUCATION DEPARTMENT

<p>The School Based Evaluation Team determines student eligibility based on formal evaluations and a review of current academic and behavioral performance. If the student is determined eligible for specialized services, an educational and behavioral program is established to meet the student's individual needs. A continuum of services is provided to address education and behavioral needs. Eligibility for the following courses is determined by the Evaluation Team.</p>		
Skills Development	11001	.5 credit each semester Grades 9-12
<p>This program meets the unique needs of students by providing instruction for their academic, behavioral and transition needs. The specialized instruction for this class is focused on skill remediation and strategies to be successful in their general education classes.</p>		
Adult Daily Skills	11030	Grades 9-12
<p>This program is specific to special education students who qualify for alternate assessment. Its focus of the program is on developing and improving independence in the areas of functional academics, vocational, communication, and daily living skills. The curriculum is individualized to help students learn career readiness skills, gain community and employment experience and increase their activities of daily living.</p>		
Community Engagement	11032	Grades 9-12
<p>The curriculum is individualized to help students apply what they have learned in Developmental Life Skills while in the community. This includes gaining career readiness skills, as well as increasing community and employment experience.</p>		
Academics for Independence	11025	Grades 9-12
<p>This course helps students develop the functional literacy necessary to increase their independence by gaining an understanding of informational, recreational text and communicating ideas clearly. Functional math skills will focus on an understanding of numbers and operations to solve real world problems. This course is aligned to the Essential Elements. Enrollment in this class is based on an IEP team decision.</p>		

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Transition	11020	Grades 9-12
<p>This course helps students learn about career clusters, different professions, soft job skills, and etiquette. Students complete a variety of interest inventories and research different employment opportunities. The class is focused on attaining pre-employment skills to help get and retain a job. These skills include filling out an application, interview skills, using appropriate social skills in the workplace, etc. Depending on individual goals, some students may participate in community employment opportunities. Enrollment in this class is based on an IEP team decision.</p>		
Transition Academy	11026	post grade 12
<p>This course helps students learn about career clusters, different professions, soft job skills, and etiquette. Students complete a variety of interest inventories and research different employment opportunities. The class is focused on attaining pre-employment skills to help get and retain a job. These skills include filling out an application, interview skills, using appropriate social skills in the workplace, etc. Depending on individual goals, some students may participate in community employment opportunities. Enrollment in this class is based on an IEP team decision.</p>		


SOUTH KINGSTOWN HIGH SCHOOL

Health & Physical
Education
Department



SOUTH KINGSTOWN HIGH SCHOOL

Health/Physical Education

Health 1	11907	1/4 credit	Grade 9
<p>Students will understand that responsible decision-making, the development of healthy relationships, the management of stress and the complex emotional states of adolescence, adaptation to change throughout life and knowing when to seek help, manifest the level of one's mental health. Topics covered include: relationship violence, sexual harassment, non-violence, mental health, Too Good for Drugs, suicide (SOS), nutrition, and HIV/AIDS.</p>			
Health 2	11905	1/4 credit	Grade 10
<p>Students will gain an understanding of those elements inherent in healthy sexual development and maturation, including family communication, relationships, sexual identity, human sexual response cycle and sexual decision-making. Topics covered include: sex and family life, STD/HIV and disease prevention, abstinence and contraceptive methods, and relationships/violence.</p>			
Health 3	11906	1/4 credit	Grade 11
<p>Students will acquire knowledge to enhance their ability to practice health-enhancing behaviors and reduce health risks. Topics include: HIV/AIDS, aging, death and dying, body images, sex without consent, and drinking and driving.</p>			
Health 4	11908	1/4 credit	Grade 12
<p>Students will develop the ability to use goal setting and decision-making skills to enhance health. Advocating for personal, family, community and environmental health will serve as the primary focus. Topics include environmental health, first aid and CPR, consumer health, domestic violence and stress management and HIV/AIDS awareness.</p>			
Certified Nurse Assistant	Science 11473 (1.0 credits) CNA Health/PE 11472 (1.0 credit)	2 credits	Grades 11-12 Only for CTE Students 
<p>The CNA course will prepare students to learn about the patient care in nursing facilities, patient homes and hospitals. Upon successful completion of this high school Nursing Assistant training program, the candidate will know and be able to:</p>			

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1. Assist patients/residents with Activities of Daily Living (ADLs) including personal hygiene, dressing and grooming, nutrition and hydrations, elimination, rest/sleep/comfort;
2. Perform basic nursing skills including, following infection control and safety/emergency procedures/practices, therapeutic/technical procedures, data collection and reporting;
3. Assist patients/residents with restorative care skills;
4. Assist patients/residents with emotional and Mental Health needs;
5. Communicate with medical personnel and patients;
6. Abide by client's rights, legal and ethical behaviors;
7. Be an active member of the healthcare team;
8. Provide care that meets spiritual and cultural needs.

Students may be expected to complete the required fieldwork experience outside of their school day
Credentials


The CNA program at SKHS comprises a total of 256 hours between classroom and clinical internship before the student is allowed to take the state certification exam. Successful completion of coursework and clinical experience offered through this course will prepare students to take the Rhode Island Certified Nursing Assistant (CNA) license secured by successfully passing a written exam/skills evaluation with an associated **cost of \$169.00 (state testing) & \$35 (state license), & \$5 (background check)**. *A student is allowed one (1) year from the date you began your nursing assistant training program to pass the nursing assistant examination. If you do not pass the NNAAP Examination within the 1-year training period or have failed the examinations three (3) times, the candidate is required to re-train in the program. The cost of the CNA and/or EMT course is covered by the South Kingstown School District unless the student chooses to drop the course(s) after the SKHS Semester 1 deadline has passed. This deadline is 6 school days into the school year. Students dropping out after this established date **are financially responsible for reimbursement of tuition** to SKHS.

Other credentials included within the training course:

BLS for the healthcare provider CPR

This course is a laboratory science.

CTE Course 

Emergency Medical Technician	EMT Science 11480 (1 credit) EMT Health/PE 11482 (1 credit)	2 Credits	Grade 12 Only for CTE Students 
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In this course students will complete 233 hours of EMT training which comprises all related coursework and fieldwork experience. This training prepares students to take the NREMT computer based certification exam along with a NREMT Based practical skills exam required in order to become a licensed EMT in Rhode Island. The exam has an associated cost of approximately \$80. Once licensed the individual may work in both the public and private EMS setting. The EMT is considered the entry level provider to work on an ambulance or rescue in RI. At SKHS the EMT candidate will receive training in the required curriculum for the course, but will also receive;

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certification in emergency vehicle operations for ambulances, Supra-glottic airway management, and continuous positive airway pressure (CPAP), advanced pharmacology and Rhode Island Pre-Hospital Care Protocols. Students may be expected to complete the required fieldwork experience outside of their school day. The cost of the ENT and/or CNA course is covered by the South Kingstown School District unless the student chooses to drop the course(s) after the SKHS Semester 1 deadline has passed. This deadline is 6 school days into the school year. Students dropping after this established date **are responsible for the full reimbursement of \$900 for EACH course** to SKHS.

Credentials

The students, who wish to become a skilled EMT in Rhode Island, have to go through an EMT training program and may have to provide a Bureau of Criminal Identification (BCI) report. Students must be 18 years old with a high school diploma.

Other Credentials included within the training course:

BLS for the Healthcare provider
Incident Command System 100
Incident Command System 200
National Incident Management System 700
National Incident Management System 800
AWR-160 (terrorism awareness)

This course is a laboratory science.

CTE Course 

PHYSICAL EDUCATION

Grading:

It is our belief that all students need to be in class and be on time in order to achieve optimum benefits from physical education. Students must earn 2 credits (.5 each year) in P.E. to graduate from South Kingstown High School. Since we are a Pass/Fail subject (**S** = satisfactory & **U** = unsatisfactory) it is extremely important that students be present in class. Grading is based on attendance, participation, and effort as well as meeting the national standards in physical education. Written work may also be incorporated in the grading system.

Learner Quality Grades:

These grades are based on preparedness, participation and effort, and attendance.

Attendance and Make up Procedure:

All students are expected to be in class every day that they have PE. If a class is missed it must be made up by completing either an online assignment or in person make up classes. Students can only make up online assignments 3x's during the semester (this number may be increased due to Covid/quarantine). Any remaining classes must be made up in person. Arrangements will be made between teacher and student. Students are exempt from make-up classes if they have a medical note from a doctor, the school athletic trainer or dentist. **Notes from home do not exempt students from PE class.**

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If a student is absent due to quarantine, they must complete the PE online assignment log in order to receive PE credit for being absent. This log is posted in google classroom. Once completed, it must be emailed to the student's PE teacher.

Failures:

Failing PE class occurs if students do not attend or participate in class or are not prepared for class (appropriately dress, sneakers, etc). If a student fails PE, they must make up the class during PE Credit Recovery or during summer school.

Medical Excuses:

Long term medicals:

- Students obtaining a medical excuse for the quarter should see their guidance counselor regarding PE credit.
- Medicals should be on file with the nurse's office.

Temporary medicals:

- Students do not need to make up classes if a medical note from a doctor is provided.
- Notes from parents do not qualify as a medical not

- Students with medical excuses must participate in 60% of classes held in order to receive PE credit.

SOUTH KINGSTOWN HIGH SCHOOL

Physical Education Activities:

Aerobic games

Students will participate in games that will include various aerobic activities. Students will work at their target heart rate and rate of perceived exertion.

Gator ball, pillo polo, ultimate frisbee, ultimate football, team handball and various other cardiovascular activities.

Team Sports

Students will participate in one of the following team sports following the rules and guidelines of each sport. Focus will be on developing skills in that sport, rules and etiquette and working well with others on how to become a good teammate.

Indoor Team Sport Activities

Soccer, basketball, volleyball, floor hockey, net games

Outdoor Team Sport Activities

Flag football, softball, soccer

Fitness

Students will be able to participate in a series of activities that promote specialized skills in a health related activity.

The students will work towards their target heart rate and rate of perceived exertion. Walking, yoga, weight training, aerobic activities like, step aerobics, barre and dance

Lifetime Wellness Activities

Students will participate in a series of leisure games and activities to promote balanced and live long wellness skills. They will participate in the following but not limited to bocce, corn hole, bowling, ladder ball, golf, rock climbing

Project Adventure - grades 11 & 12

Students will collaborate to complete specific tasks/initiatives. Project Adventure encourages critical thinking and problem solving. Creative thinking, enthusiasm, teamwork and imagination are often used in this class. Students will learn how to properly communicate with others and be able to respect other student's abilities.

Racquet Games

Students will participate in a variety of games including tennis, pickleball, badminton and table tennis. Students will learn basic ground strokes, serving, rules and etiquette to each of the activities given. Students will participate in teamwork and strategy building within each of the units taught.

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Foundations of Health	11895	0.5 credit	Grade 11-12
<p>This class will fulfill the .25 health requirement of the year it is taken. This course is one of three courses in the American College of Sports Medicine Personal Training Pathway. This is the first class and may be taken by Juniors or Seniors prior or in conjunction with Introduction of Exercise Science. This course will develop attitudes and practices that lead to more healthful living. Personal and community health problems topics will be studied. This course syllabus follows the URI course Curriculum and Text.</p> <p>This class can also be taken by Juniors and Senior interested in a Health Elective and not part of the Pathway.</p>			
Introduction to Exercise Science	11893	0.5 credit (Fall)	Grade 12
<p>This class fulfills PE .50 credit. Introduction to the field of exercise science. Principles of exercise, components of health-related physical fitness, weight management, and basic exercise prescription. This course is the first course in the ACSM Personal Training Pathway. This course syllabus follows the URI course Curriculum and Text. <i>Prerequisite: Students who take this course are required to have a Planet Fitness Membership for the Academic School Year.</i></p>			
Personal Training ACSM	11892	0.5 Credit (Spring)	Grade 12
<p>This class fulfills PLT/Health .25 credit. This course is intended to provide the students with an introduction to the profession of Personal Training. Course material will review principles of human anatomy and physiology, common diseases and conditions, basic nutrition, exercise testing and prescription, and legal/business aspects of personal training. This course will integrate scientific theory with practical, hands-on experience that will afford the student with entry-level competencies required for the profession. This course will also prepare students to sit for the American College of Sports Medicine's (ACSM) Certified Personal Trainer (ACSM-CPT) ® exam</p>			
Yoga and Mindful Learning	11899	0.5 credit	Grade 10-12
<p>This class fulfills PE .50 credit. This course will be offered to students in grades 10-12 for students who like to work in a group setting. Yoga builds upon basic tenants of physical fitness, such as muscle strength, bone strength, and flexibility, but it does so in a way that is developmentally appropriate, accessible, and non-competitive for students of diverse capacities. Mindfulness provides students with the opportunity to</p>			

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be self-reflective and encourage students to be mindful and engaged in the present moment while enjoying the learning process. Mindful movement allows us to check in with our bodies and get moving in a way that can help us lower stress, release stagnant energy, and strengthen our mind-body connection. It's a great way to practice self-care by incorporating both mental and physical well-being.

Unified PE	119041	1.0 credit	Grade 10-12
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This class fulfills PE/Health 0.75 credit.

Unified Physical Education (P.E.) is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Unified P.E. focuses on the physical, intellectual and social growth of all participants.

The Unified Physical Education course is structured around SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment.








SOUTH KINGSTOWN HIGH SCHOOL

Fine Arts Department



SOUTH KINGSTOWN HIGH SCHOOL

FINE ARTS


VISUAL ARTS			
Art 1	11911	½ credit	Grades 9-12 
<p>This entry level hands-on studio art course is an introduction to the basic Elements and Principles of Design. This course features both traditional and innovative techniques that will unravel the mysteries of successful drawing and painting. Students will focus on concepts vital to all artists' education; composition, line, value, color and perspective. Students will learn to use a variety of media to develop their own creativity and strengthen their artistic skills.</p> <p>CTE Course </p>			
Mixed Media	11920	½ credit	Grades 9-12 
<p>This entry level studio art course introduces students to media and techniques including a variety of traditional and nontraditional materials. This mixed media approach to art making allows students to create personal works that reach beyond pencil and paint to include a large variety of materials. This course covers all elements of art and principles of design while focusing on how self-expression is a method of communication in all cultures and art time periods. The possibilities are endless.</p> <p>CTE Course </p>			
Art 2	11912	½ credit	Grades 9-12 
<p>In this intermediate art course students will continue to develop skills in drawing and painting and will introduce students to more advanced ways to use their art making as a form of self-expression. Students will explore materials such as pencil, pen & ink, water-based paint, oil pastel and printmaking materials. In addition to creating works of art, students will develop their skills in critiquing their artwork and the artwork of others in both oral and written form. The art of other cultures, artists, and art movements will also be studied.</p> <p>Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920.</p> <p>CTE Course </p>			
Art History Studio	11913	½ credit	Grades 9-12 
<p>In this course students will explore a range of artists and artwork thematically throughout history and cultures, understanding how artists can approach a common topic with variety. From the themes studied in each unit students will create studio art projects, exploring a variety of artistic</p>			

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materials and techniques including collage, sculpture, and drawing. In addition to creating works of art, students will develop their skills in critiquing their artwork and the artwork of others in both oral and written form.

Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920.


CTE Course 

2-D Design Studio	11928	½ credit	Grades 10-12 
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This studio course is designed for art students to examine and experience two dimensional (2-D) design fundamentals. The main focus of the course includes utilizing the Elements and Principles of Design in a conscious way to create 2-D compositions. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale figure/ground relationships) are used in conjunction with the visual elements (line, shape, color, value, texture, space) as the organizational tools needed for effective design. This intermediate course allows students to learn, experience and explore 2-D design through many 2-D processes including illustration, graphic design, photography, collage, textile design, and printmaking.

Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920.

CTE Course 

Contemporary Painting	11917	½ credit	Grades 10-12 
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In this intermediate course students will explore painting styles and techniques used in 21st century painting. Students will learn how to effectively create realistic, expressionistic, and abstract paintings. They will study the lives and techniques of great 21st century artists and gain an understanding of how works of art are influenced by historical and cultural experiences. Painting media will include acrylic, oils, silkscreen and mixed media.

Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920






CTE Course 

Sculpture	11922	½ credit	Grades 10-12
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This course is designed for students who like to focus their artistic experience on 3-dimensional sculpture. Students will learn many hands-on techniques of working in sculpture such as – subtractive, additive, and relief sculpture using materials such as clay, plaster, wood, wire, and found objects. Sources of inspiration may include realism and abstraction, human forms, and nature. In addition to the studio experience, sculpture as a form of artistic expression throughout time and cultures will be studied.

Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920





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Ceramics	11923	½ credit	Grade 11-12
<p>This course is designed for students to learn about the ideas, materials, techniques, and processes of clay and ceramic art. The technical and expressive properties of clay are developed through pinch, coil, slab construction, and surface design. Works of historical and contemporary artists are explored for the expression of individual and cultural ideas. Students will learn vocabulary and concepts associated with hand-built clay art forms . Upon completing this course, students will have a general knowledge of creating, appreciating, assessing, and valuing all clay art forms.</p> <p>Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920</p>			
Art 3: Drawing	11916	½ credit	Grade 11-12 
<p>In this course students will develop and expand on advanced techniques in drawing with the focus on observational drawing. Students will use pencil, colored pencil, pen & ink, charcoal, paint, and oil/chalk pastels in creative and thought-provoking ways. Students will also improve their skills in critiquing their artwork and the artwork of others. This course will encourage students to develop their own style by creating work that can be used in an art portfolio in preparation for career and college applications.</p> <p>Prerequisite: Successful completion of Art 2 11912 or Contemporary Painting 11917</p> <p>CTE Course </p>			
RIC Art 4	11914	1 credit	Grade 12  
<p>This course will focus on the mastery of art techniques and self-expression. Drawings and paintings will be created in areas of still life, figure, portrait, landscape, and fantasy. Students will learn how to properly assemble a portfolio and prepare one for college and career applications. Students will be expected to work on artwork outside of regular class time. Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college's registration dates. Student work will be assessed according to the college's grading policy.</p> <p>Prerequisite: Successful completion of Art 3: Drawing 11916</p> <p>CTE Course </p>			

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AP/RIC Drawing	11925	1 credit	Grade 12   
<p>This rigorous course is designed for the highly motivated student who is seriously interested in the practice of art and is ready for challenges beyond the secondary school level. The course reflects high quality art making, concentration in a particular area of choice, and breadth of experience. The student will be expected to put in many hours of work outside the regularly scheduled class period. Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.</p> <p>Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college's registration dates. Student work will be assessed according to the college's grading policy.</p> <p>Prerequisite: Successful completion of Art 3 11916 and teacher recommendation and there is required summer drawing assignments that must be completed to be in this course.</p> <p>CTE Course </p>			
AP 2-D Art	11929	1 credit	Grade 12  
<p>This course is designed for the highly motivated art students who are seriously interested in 2-D Design and is ready for the challenges beyond the secondary level. This course reflects quality and a sustained concentration in a particular area of choice and a breadth of experience. The main focus of the course includes utilizing the elements and principles of design in a conscious way to create 2-D compositions. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale figure/ground relationships) are used in conjunction with the visual elements (line, shape, color, value, texture, space) as the organizational tools needed for effective design. This advanced course allows students apply their knowledge and experiences of 2-D design through many 2-D processes including illustration, graphic design, photography, collage, textile design, and printmaking. The student will be expected to put in many hours of work outside the regularly scheduled class period.</p> <p>Students who enroll in this AP course are required to complete the appropriate AP exam in May. Payment and online registration for the exam will be required during the first weeks of school in September.</p> <p>Prerequisite: Art 3 or Graphic Design and there are required summer drawing assignments that must be completed to be in this course.</p> <p>CTE Course </p>			

SOUTH KINGSTOWN HIGH SCHOOL

Graphic Arts	11919	½ credit	Grade 11-12 
<p>This course explores the art of visual communication through two-dimensional design. Students considering a career in fields such as advertising, publishing, book/magazine layout, packaging design, corporate design, motion graphics, animation, or web design should enroll in this course. An emphasis will be placed on the practical aspects of commercial art and how it is used in real world applications. Students will engage in techniques, tools, and procedures used in the creative design process. Students will work both in the computer lab and the art studio combining digital work with traditional art materials. Class assignments will explore the Elements and Principles of Art and Design while instructing students through the applications of Adobe Photoshop and Adobe Illustrator.</p> <p>Prerequisite: B or better in Art 1 11911 or Mixed Media 11920 or Fine Arts proficiency in another area.</p> <p>CTE Course </p>			
Photography	11921	½ credit	Grade 11-12 
<p>Students are encouraged to have their own digital SLR camera; however, students without cameras will be able to use the school's equipment in class. This course explores photography as a powerful means of communication and as an expressive form of contemporary art. Students will learn camera basics and all aspects of digital cameras and photography techniques. Students will learn the tools necessary to enhance and manipulate images using Adobe Photoshop.</p> <p>Prerequisite: Successful completion of Art 1 11911 or Mixed Media 11920 or Fine Arts proficiency in another area.</p> <p>CTE Course </p>			
Advanced Photography	11924	½ credit	Grade 11-12
<p>This course will focus on expanding the skills learned and applied in the entry level Photography class, particularly for use in real world applications (Project-Based Learning) including school and community-based projects. Students will be introduced to more sophisticated techniques in both photography and Photoshop as a vehicle to create works that reflects that individual student's spirit and vision. The development of a portfolio, including a concentration that investigates an idea of personal interest, is the cornerstone of this class.</p> <p>Prerequisite: Successful completion of Photography</p>			

SOUTH KINGSTOWN HIGH SCHOOL

MUSIC			
Guitar 1	11943	½ credit	Grade 9-12
<p>This course is for students looking to learn guitar and guitarists who wish to improve their playing skills. Classwork is focused on developing rhythm/lead/and bass guitar playing skills through daily performance, small group work and individual projects. Rhythm guitar unit focuses on first position chords and later, barre chords, power chords and selected advanced techniques as time and ability allow. Lead guitar unit is focused on reading melodies and learning to improvise while playing as a class “band” using pop, rock, folk and student-selected songs for study. Students are encouraged to speak with the teacher for more information about the course.</p> <p>NOTE: A supply of school-owned guitars is available for daily use and at-home practice. In some cases, students may need to use personally-owned guitars or acoustic guitars.</p>			
Guitar 2	11945	½ credit	Grade 9-12
<p>This class will run in the 2024-2025 school year.; students are encouraged to enroll in Studio Band.</p> <p>Guitar 2 builds upon the skills introduced in Guitar 1, covering advanced chord shapes in all positions up the neck, moveable scales for soloing in blues, pentatonic, major and minor keys. Advanced students will build upon their reading skills in playing melodies in 1st position and 5th position, and we will look at understanding and playing TABs online. Additionally, students will explore right hand techniques more deeply including fingerpicking and more advanced strumming patterns.</p> <p>Prerequisite: Guitar 1 or Audition with Instructor</p> <p>NOTE: A supply of school-owned guitars is available for daily use and at-home practice. In some cases, students may need to use personally-owned acoustic guitars.</p>			
Piano 1	11965	½ credit	Grades 9-12
<p>This course is designed for students who wish to develop basic piano playing skills or expand on their existing skills While playing, students will work individually and in small groups to master the techniques of playing while building upon an understanding of notes, rhythm, harmony, and form, as well as developing a vocabulary of scales, chords, and musical keys. All students will have the opportunity to perform alone and with an ensemble.</p> <p>No previous musical experience is necessary.</p>			
Studio Band	11946	½ credit	Grades 9-12
<p>Modern Band Workshop explores popular/rock music styles in performance on guitar, keyboard, bass, drums, percussion and vocals. Students learn basic skills in vocals and on rock band instruments using songs that they select that are matched to their skill level, and form small groups to develop skills and knowledge in music. Students will learn how to play, improvise and compose songs in a unique project-based learning setting. Frequent performance opportunities will be available in and out of class during the semester.</p> <p>This course is open to all students who play and sing and wish to further develop their music skills by playing in a band setting with others.</p>			

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Prerequisites: Guitar 1/Piano 1 or prior instructor approval

Concert Band	11940	1 credit	Grades 9-12
<p>Concert Band provides the high school brass, woodwind or percussion musician the opportunity to play each day and develop technique and performance skills through daily practice, study of high-quality music, and multiple performance opportunities. Band students perform both outside and indoors throughout the year with a focus on music reading, individual and ensemble technique, listening and ensemble performance skills. Literature from several musical genres and periods may be studied in rehearsal and mature musicianship is encouraged through preparation for indoor and outdoor performances throughout the year. Students are expected to participate in approved school and town performances. THIS COURSE IS REQUIRED FOR STUDENTS INTERESTED IN PLAYING IN ORCHESTRA.</p> <p><i>As an essential element in the development of advanced individual musicianship and technical development, all students are required to participate in the Pep & Marching Bands (some students may be invited to perform on a secondary instrument that is more appropriate for the marching genre with the approval and additional assistance of the director). Additional rehearsals may be scheduled throughout the year as required and most performances take place outside of the regular school hours. This course may schedule additional sectionals intermittently throughout the year</i></p>			
String Ensemble	11964	1 credit	Grades 9-12
<p>String Ensemble is open to all violin, viola, cello and bass students in the SK Orchestra program. The course focuses on music reading, individual and ensemble technique, listening and ensemble performance skills. We play classic and contemporary string trio/quartet, and string orchestra music and perform at a variety of school concerts and events. Students are expected to participate in all school scheduled performances.</p> <p>THIS COURSE IS MANDATORY FOR ALL FIRST-YEAR STRING PLAYERS IN ORCHESTRA AND IS STRONGLY RECOMMENDED FOR SECOND YEAR. String Ensemble students are automatically part of the SKHS Symphony Orchestra and must attend at least 2 rehearsals prior to any scheduled performance.</p> <p>Prerequisite: Ability to perform on string instruments above the beginning level is necessary and may require auditions for acceptance into the course.</p>			
Symphony Orchestra	11930 – Fall 11931 – Spring	0.25 credit	Grades 9-12
<p><i>This class meets after school 2 days per week.</i></p> <p>Symphony Orchestra provides the high school orchestral musician the opportunity to play and to develop their technique and performance skills through daily practice, study of high-quality music, and multiple performance opportunities. Experience is provided in instrumental ensemble performance, with intense training in music notation reading, advanced level technical development, listening and ensemble performance skills. Literature from several musical periods may be studied in rehearsal and mature musicianship is encouraged through preparation for performances throughout the year. Students are expected to participate in all scheduled performances.</p>			

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To maintain proper balance and instrumentation, percussion and wind players **MAY** be asked to audition for membership. Incoming 9th grade string musicians **must** enroll in 11964 String Ensemble concurrently. It is also strongly recommended that string musicians in grades 10-12 concurrently enroll in 11964. Wind or percussion musicians **must** enroll in 11940 Concert Band.

Prerequisite: Prior experience and enrollment in string ensemble class is required.

Jazz Band	11969	1 credit	Grades 9-12
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Experience is provided in jazz and band instrumental ensemble performance, with intense training in music notation reading, advanced level technical development, improvisation, and ensemble performance. Literature from various jazz and band idioms is studied in rehearsal, and mature musicianship is encouraged through preparation for public concerts. Students are expected to participate in approved functions of the school, town, and state. This course may schedule additional sectionals intermittently throughout the year.

All jazz band members are expected to be enrolled in the SKHS Band Class or equivalent chorus or approved music class. Exceptions may be made depending on instrumentation.

NOTE: Approval of the music director and/or auditions at the end of the prior school year will determine enrollment in the course for the 2023-2024 school year.

This class meets Tuesday evenings and after school Mon or Wed in sectionals.

Music Technology	11970	½ credit	Grades 9-12
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This course provides technical, hands-on approach to recording music using professional recording software. Projects include, making Loops, producing podcasts, creating movie trailers, song writing, recording original music, and mixing and mastering your recordings. You will also learn the basics of the equipment used in the recording process. Students considering a career in fields such as Music Production, Sound Design, Audio Programmer (video games), Broadcast Engineer, Dialogue Editor (TV and Movies), Field Recordist, Live Sound Engineering, Record Producer.


There is **NO** musical experience required to take this course.

This course will run in 2024-2025.

Concert Choir	11950	1 credit	Grades 9-12
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This course is designed for students who wish to develop their singing technique, or expand on previous choral experience. While singing repertoire of various genres spanning from the Renaissance to modern day, students will build upon their understanding of proper vocal technique and performance, musical notation and solfège. Students will also develop the ability to sight-read and part-sing. Students are required to attend all choral concerts and functions, both during and after school hours.

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eSKape – Contemporary Select Chamber Choir	11951	1 credit	Grades 10-12
<p>This is a select vocal ensemble <u>that meets during the school day</u> to sing a variety of genres including jazz, popular and chamber music. While learning repertoire of various genres, students will build upon their understanding of proper vocal technique and performance, musical notation and solfège. Students will also develop the ability to sight-read, part-sing, and improvise. This ensemble competes and performs regularly and publicly, in a professional capacity. Students are required to attend all choral concerts, as well as all performances outside of SKHS, both during and after school hours.</p> <p>Prerequisite: Students must be able to tunefully sing a modern piece of repertoire a capella and from memory, repeat given melodies within their vocal range, sight read basic melodies, and part sing within an SATB format. Previous choral experience is preferred but not required.</p> <p>Admission is by audition only.</p>			
Honors RIC Music Theory	11960	½ credit	Grades 11-12 
<p><i>(Offered 2023-2024 school year with significant enrollment)</i></p> <p>Music Theory explores the language of music through its symbols, construction, harmony, melody, rhythm, meter, and form while developing the student’s musical mind and listening skills through ear training and sight singing.</p> <p>Students will work on daily/weekly assignments and projects while using a variety of digital and traditional tools in building their understanding and comprehension of music in its many forms. Time will be allotted for composition and arranging activities that build upon their understanding of music theory while developing a clear and comprehensive mastery of the language of music</p> <p>Students taking this course may be eligible for credit in conjunction with the Rhode Island College Early Enrollment Program. In order to receive a RI College transcript for the HS course, students are required to follow all RI College enrollment procedures and complete the enrollment process by the college’s registration dates. Student work will be assessed according to the college’s grading policy.</p> <p>Prerequisite: NONE</p>			
HONORS MUSIC INFORMATION			
<p>Honors Level Requirements for Band/Jazz/String Ensemble & Symphony Orchestra Classes:</p> <p>Students in the above classes may elect to receive Honors Level Credit. The requirements for Honors Credit are listed below:</p> <p>Students are expected to participate in approved functions of the school, town, and state. In addition to all rehearsals, concerts, and functions, students must complete the following:</p> <ol style="list-style-type: none"> 1. Audition for RIMEA All-State (Fall) and perform at the RIMEA Solo & Ensemble Festival (Spring) 2. Submit one concert review paper per semester 			

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3. Participate in one extra-curricular performance, playing or singing one per part (to be approved/assigned by the instructor).

All requests for enrollment in this course and the earning of Honors/weighted credit must be submitted and completed by the September deadline as outlined yearly in the South Kingstown High School Music Department Handbook.

THEATER ARTS

Technical Theatre	11174	½ credit	Grades 9-12
<p>This is an introductory course covering the technical aspects of theater such as set design and construction, lighting, sound, stage management, makeup and special effects. Students may be required to be involved with production work outside of the class through the drama club or other theater class productions.</p>			
Drama/Musical Theatre 1	11175	½ credit	Grades 9-12
<p>This course includes training in body and voice communication, creativity, improvisation and dramatic tradition. This is a project based class where we explore aspects of theater through different types of games and exercises that culminate in in-class performances (you will not perform outside of class). Students will be creating, performing, analyzing, and critiquing dramatic performances to develop a deeper understanding of musical and dramatic theater. Singing ability or experience is <u>NOT</u> a requirement of this course.</p>			
Drama/Musical Theatre 2	11176	½ credit	Grades 9-12
<p>This course explores and further develops musical and theatrical skills learned in Drama/Musical Theater 1. Students will focus on a variety of acting methods, scene and character study, and Musical Theatre techniques. Students will learn how to audition along with creating, performing, analyzing, and critiquing dramatic performances to further develop an understanding of musical and dramatic theater. Singing ability or experience is <u>NOT</u> a requirement of this course. Prerequisite: C or better in Drama 1</p>			
Drama/Musical Theatre 3	11177	½ credit	Grades 10-12
<p>This course explores and further develops theatrical skills learned in Drama/Musical Theater 1 and 2. Students will study advanced acting methods through scene and character study. There will be an emphasis on auditioning technique, working with accents and developing your speaking and singing voice. Students will be expected to perform in a classroom and/or public setting. Prerequisite: C or better in Drama/Musical Theater 2</p>			

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Applied Learning Department



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APPLIED LEARNING DEPARTMENT BUSINESS

The mission of the Business department is to prepare students to become productive citizens capable of making astute economic decisions. Students will develop techniques for making wise decisions, master economic principles, learn how businesses operate, and learn how to select and apply the tools of technology. The courses in the Business Department provide a foundation for success for all students, no matter what their ultimate goal in life might be. Students will develop the knowledge, skills, and attitudes necessary for success in the workforce.

Accounting 1	11602	½ credit Grades 10-12
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Do you want to start your own business? How about working in an office or helping the family business keep their books? This course provides a background in basic accounting principles and procedures with the complete accounting cycle being covered for small businesses. An in-depth study of real financial statements for major corporations is also completed. Manual accounting procedures are followed by a study of current software used (QuickBooks) in the public and private sectors including *Microsoft Excel*. This course will serve as a sound background for those students majoring in business in college and for students preparing for employment in office positions.

This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.

Honors/URI Financial Accounting- Accounting 2	11630	½ credit Grade 11-12 
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This course will introduce the basic concepts and systems used in financial accounting for business organizations; students who have completed Accounting 1 are eligible. A college textbook is used and the material covered includes financial statements, merchandise inventory, receivables, payables, cash controls, payroll, stockholder's equity, and exposure to automated accounting systems, QuickBooks (Intuit). The course is appropriate for those students who plan to continue the study of accounting or business on the college level, or plan to enter other professions such as law, engineering, or medicine and need an understanding of the principles of accounting.

This course meets the Mathematics Common Core standards (CCSS) to be considered a .5 credit in Mathematics.

Students taking this course may be eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.

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Prerequisite- Accounting 1 -11602

Business Leadership	11622	½ credit Grades 9-12
<p>This course will prepare students for leadership roles both here at South Kingstown High School and the community. Class focuses on written, oral and visual communication using the latest productivity tools. Instruction will be provided using the Microsoft Office Suite and Google Applications; both of which include word processing, spreadsheets/worksheets, presentation applications and all that Google has to offer. Basic computing hardware/operating systems, as well as troubleshooting is covered. Additional concepts include digital citizenship, internet research skills (Boolean Operators) and career exploration/planning (resumes, interview skills, “soft-skills”). These technology and presentation skills are necessary for successfully completing a multitude of projects and presentations at South Kingstown High School. Strategies include teacher demonstrations, collaborative instruction, interdisciplinary and/or anchor projects, problem-solving and critical-thinking activities.</p>		
Global/International Business	11655	½ credit Grades 10-12
<p>This course covers the topics of social, cultural, political, and economic factors of business in a global economy. The student will be provided with information on consumer behavior, marketing segmentation, the marketing process, foreign distribution, advertising, selling and the roles of international finance and economics. This course is an excellent preparation for students planning on majoring in business in a post-secondary institution.</p>		
Internship	Fall 11641 & 11642; Spring 11643 & 11644	1 credit; 1 semester, 2 periods Grade 12
<p>This program is designed for students who wish to experience, “first hand”, careers they are interested in pursuing in the future. Internships are developed by students who plan to enter the workforce immediately after high school, as well as for those who will pursue post-secondary schooling. In addition to working within their individual internships, there is also a classroom component to this course where students will be participating in lessons designed to prepare them for life in the working world. If the internship is not within walking distance, transportation will need to be provided by the student or family.</p>		
Honors/URI Introduction to Business	11650	½ credit Grades 11-12 

If you want to understand the business world and be a success, this is the course for you. This course covers the topics of a college level Introduction to Business course and a college

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text is used. Students will develop a working knowledge of the major aspects of business—organizing, managing, marketing, finance, economics, and entrepreneurship. Students engage in a variety of group projects and presentations, study the parts of a business plan, and track stocks. **Students taking this course may be eligible for credit in conjunction with the University of Rhode Island. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university’s grading policy.**

Law and Current Legal Issues	11640	½ credit Grades 9-12
<p>The real life drama of the legal system enters the classroom in this Law course. Issues such as drug use, the death penalty, gun control, and illegal search and seizure are but a few of the “hot” topics explored and debated. Students will become familiar with the foundation of our present legal system and its impact on everyday living. The main topics studied are criminal law, the court system, juvenile law, and civil law. Students apply their understanding of the court system through a mock trial simulation as an end of the semester activity.</p>		
Personal Financial Planning	11665	½ credit Grades 11-12
<p>Stocks, bonds, mutual funds, insurance, taxes: finally find out how they fit into your future financial success. This course investigates important areas of interest that will enhance a student’s future financial security. Students will examine the five-step plan with regards to financial planning. Students will understand the benefits and the cost of career planning, budgeting, savings and investments, credit, and insurance. Students will also be exposed to <i>Quicken</i> personal finance software to bring financial planning to life. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p>		



Rebel Pride/School Store-Retail Marketing	11651	½ credit Grades 9-12
<p>Students will learn what it takes to effectively run a business and introduce the student to the business world. Students learn the basics of retail sales principles, marketing, product mix, pricing, inventory control and profit margins. Students will study trends in retail and learn how to plan the way a store runs in order to make it a success. The course flows into 3 distinct parts: Foundations of Retailing, Marketing Principles, Retail Buying.</p>		

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Sports Marketing 1	11672	½ credit Grades 9-12
<p>Have you ever dreamed of owning your own sports franchise or working in the sports industry? This course introduces students to the growing field of sports marketing and management. In this course, students will operate a mock sports franchise, and explore career opportunities in the sports industry. Through group projects and teacher driven lessons, students will conduct demographic studies, create team names, design team logos, develop merchandise/apparel and eventually construct their very own stadium. In addition, students will learn about developing team ticketing plans, promotional activities, sports endorsements and corporate sponsorships in professional sports.</p>		
Sports Marketing 2	11673	½ credit Grades 10-12
<p>Are you interested in the world of sports advertising? This course continues where Sports Marketing 1 left off, and focuses on the world of advertising as it applies to the billion-dollar sports industry. Through group projects and teacher driven lessons, students will create realistic sports-oriented advertisements in a variety of mediums. Students will design and develop print, radio, television, billboards and, eventually, internet advertisements. This class will operate in an advertising agency atmosphere with students taking on a variety of roles, including copywriting, copy editing and graphic designing. Working closely with our school athletic department, one class focal point will be to keep the entire South Kingstown school community informed and up-to-date with our South Kingstown High School <i>Rebel</i> sports happenings.</p> <p>Prerequisite: Sports Marketing 1 11672</p>		

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APPLIED LEARNING DEPARTMENT TECHNICAL EDUCATION

<p>Introduction to Computer Aided Drafting</p>	<p>11886</p>	<p>½ credit Grades 9-12</p>
<p>This course uses an applied problem solving approach to explore CAD as it can be used in various disciplines. Students will complete entry level projects related to, but not limited to, the fields of Engineering, Architecture, Electricity and Electronics, and Carpentry. By using AutoSketch, a two dimensional CAD program, students will develop an understanding of basic CAD functions and commands. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p>		
<p>Computer Aided Drafting 2</p>	<p>11887</p>	<p>½ credit Grades 9-12</p>
<p>This course is a continuation of Introduction to CAD. It uses an applied problem solving approach to allow students to explore deeper into the various CAD disciplines. Students will complete higher level projects related to, but not limited to, the fields of Engineering, Architecture, Electricity and Electronics, and Carpentry. By using AutoSketch, a two dimensional CAD program, students will develop an understanding of higher level CAD functions and commands. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Introduction to Computer Aided Drafting 11886</p>		
<p>Carpentry 1</p>	<p>11857</p>	<p>½ credit Grades 9 – 12 </p>
<p>Students will be introduced to safe and effective use of basic carpentry/woodworking hand tools, portable power tools and machinery. They will be exposed to the basic characteristics and grading of wood, basic math, calculating square and board feet of lumber and how to draw and use simple plans to create desired projects. These plans will include materials needed, pricing and a list of steps needed to complete design. One or more basic high quality wooden projects will be completed for the student to take home. Proper safety techniques, quizzes, plans, material and price lists, and daily time sheet logs, along with the completed project, will be evaluated for course grade. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics. CTE Course </p>		

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Carpentry 2	11858	$\frac{1}{2}$ credit Grades 9 – 12 
<p>Along with proper safety techniques, daily work will include the planning and constructing of cabinet-oriented projects in conjunction with some modern cabinet shop practices. Students will work both individually and in groups. The class will be shown the availability of employment in this field and also in the area of heavy construction. Proper safety techniques, quizzes, plans, material and price lists, and daily time sheet logs, along with the completed project, will be evaluated for course grade.</p> <p>This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Carpentry 1 11857</p> <p>CTE Course </p>		
Carpentry/ Construction 3	11861	$\frac{1}{2}$ credit Grades 10–12 
<p>Building on the basic skills learned in Carpentry 1 and 2, students will learn more advanced woodworking/carpentry techniques and methods. Techniques may include turned lathe work, wood bending, lamination, fine joinery, etc. Students will select, plan and construct their own projects. Excellence of design and high quality craftsmanship will be emphasized. Proper safety techniques, quizzes, plans, material and price lists, and daily time sheet logs, along with the completed project, will be evaluated for course grade. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Carpentry 2 11858</p> <p>CTE Course </p>		
Carpentry/ Construction 4	11862	$\frac{1}{2}$ credit Grades 10-12 
<p>Building on the basic skills learned in Carpentry 1, 2 and 3, students begin hands-on learning of residential construction techniques. In Carpentry 4, students will learn about site preparation, excavation and foundation work; and will practice actual framing and sheathing of decks, walls and roofs. Proper safety techniques, quizzes, plans, material and price lists, and daily time sheet logs, along with the completed project, will be evaluated for course grade.</p> <p>This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Carpentry/Construction 3 11858</p> <p>CTE Course </p>		

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Carpentry/ Construction 5	11863	½ credit Grades 11–12 
<p>Building on the basic skills learned in previous Carpentry classes, students will continue hands-on learning of residential construction techniques. In Carpentry 5, students will learn about electrical and plumbing utilities, and also about window and door installation. Proper safety techniques, quizzes, plans, material and price lists, and daily time sheet logs, along with the completed project, will be evaluated for course grade. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Carpentry/Construction 4</p> <p>CTE Course </p>		
Carpentry/ Construction 6	11864	½ credit Grades 11–12 
<p>Building on the skills learned in previous Carpentry classes, students will continue hands-on learning of residential construction techniques. In Carpentry 6, students will learn about insulation, interior wall and ceiling construction, flooring installation and finish carpentry. Additionally, students will attain their OSHA 10 Safety Certification. Proper safety techniques, quizzes, plans, material and price lists, and daily time sheet logs, along with the completed project, will be evaluated for course grade.</p> <p>This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Carpentry/Construction 5</p> <p>CTE Course </p>		
Engineering Graphics 1	11880	½ credit Grades 9-12
<p>This course is designed for students who are considering either engineering, technical related careers, or simply are interested in spatial problem solving and applications of geometric principles. Topics covered are: principles of orthographic projections, developing visualization skills, sketching relations and base features, complex sketching equations and construction geometry, secondary sketches and reference geometry, adding features, creating part drawings and dimensioning and annotating drawings. 3-D prints of student designs are incorporated where applicable. It is recommended for juniors and seniors; however, any student with strong graphic and spatial ability should speak with the instructor. SolidWorks 2018 software will be integrated into all aspects of the course.</p> <p>This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p>		

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Engineering Graphics 2

11881

$\frac{1}{2}$ credit
Grades 9-12

This course is a continuation of Engineering Graphics 1 and starts by reviewing material covered in the first course and then moving onto more advanced topics and more complex three-dimensional (isometric), two-dimensional (orthographic) problems and dimensioning standards. Auxiliary and sectional views, sweeps and lofts, mechanical assembly mates, and exploded views and animation drawings are examples of some of the more advanced problems. Rapid prototyping (3-D prints) of student designs are incorporated where applicable. **This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.**

Prerequisite: Engineering Graphics 1 11880

Students taking this course may be eligible for credit in conjunction with the University of Rhode Island in 2024-2025 as Honors URI MCE: 201- Engineering Graphics 2; AP/URI Physics and Honors URI Precalculus are prerequisites. The Concurrent Enrollment Program at the University of Rhode Island is designed for motivated students who seek to get a head start on college credit and who are looking to be challenged academically while in high school. HS students are expected to have a 3.0 minimum high school GPA. In order to receive a URI transcript for the HS course, students are required to follow all URI enrollment procedures and complete the enrollment process by the university registration dates. Student work will be assessed according to the university's grading policy.

Engineering Graphics 3

11882

$\frac{1}{2}$ credit
Grades 10-12

This course is designed as an extension of Engineering Graphics 1 and 2, using Solidworks software, for grades 10 – 12 students and starts with a brief review. It quickly moves on to cover concepts involving Multi Body Parts, more sophisticated editing tools and manipulation of drawing bodies using equations. The second half of the semester has students learning a Top Down Design process with external references to approach problems involving sheet metal designs. 3-D printing of student designs and hands on sheet metal work are incorporated where applicable.

This course meets the Mathematics Common Core standards (CCSS) to be considered a .5 credit in Mathematics.

Prerequisite: Engineering Graphics

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Engineering Graphics 4	11888	½ credit Grades 10-12
<p>This course is designed as an extension of Engineering Graphics 1, 2, and 3 using Solidworks software, for grades 10 – 12 students and starts with a brief review. It quickly moves on to cover concepts involving 3d Sketching, Projected Curves, and Weldments. The second half of the semester has students learning Surface Modeling and Mold Tools. 3-d printing of student designs are incorporated where applicable.</p> <p>This course meets the Mathematics Common Core standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: Engineering Graphics 3</p>		
House Design 1	11883	½ credit Grades 9-12
<p>This course is designed to give students experience in the planning and design process. Topics covered: setting parameters for the design, formulating design specification, site considerations and building code constraints, construction details and conventions, planning of specific rooms, flow pattern analysis, and the integration of the design elements into a final set of plans. Scaled floor plans, elevation drawings, and completed house model will be evaluated for course grade.</p> <p>This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p>		
House Design 2	11884	½ credit Grades 9-12
<p>This course follows House Design 1 and covers similar material but with an increased level of complexity. Model building and teamwork on real world problems will be used whenever possible. AutoSketch will be applied to any and all topics in House Design 2 as resources permit. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p> <p>Prerequisite: House Design 1 11883</p>		
Robotics 1	11800	½ credit Grades 9-12
<p>This unit focuses on: Introduction to robotics, basic programming and electronic control, advanced programming using variables, mechanics, design engineering, scientific process, project management, problem solving, teaming, and the development of workplace competencies. The explorations are designed to allow students to begin to understand the digital world they are growing up in, develop the project management skills that today's managers need, as well as make connections across multiple disciplines. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics.</p>		

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Robotics 2	11801	½ credit Grades 9-12
<p>This course will be a continuation of Robotics 1 11800, but will focus more on the investigative side of the programming rather than on the basics of programming, behaviors, sensors, and systems control. Students will learn applied inquiry, motivated design, communications technology, scanning, mapping, graphing, data collection (with the robot) and more. Students will design, build, and program robots that will explore their environment and collect data, then the students will analyze the data and report their findings. This course meets the Mathematics Common Core State Standards (CCSS) to be considered a .5 credit in Mathematics. Prerequisite: Robotics 1 11800</p>		
PLTW Introduction to Engineering	11803	1 credit Grades 9-12
<p>Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work.</p>		

Appendices



SOUTH KINGSTOWN HIGH SCHOOL

APPENDIX A- COMMON CORE STANDARDS

THE COMMON CORE STATE STANDARDS

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

South Kingstown High School utilizes these standards and expectations and the ***Regulations of the Board of Regents for Elementary and Secondary Education K- 12 Literacy, Restructuring of the Learning Environment at the Middle and High School Levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools*** to ensure that our students graduate with the knowledge and skills required to succeed and achieve their personal and professional goals.

SOUTH KINGSTOWN HIGH SCHOOL

APPENDIX B - FOURTH CREDIT IN MATHEMATICS

The fourth year credit in Mathematics, to be taken during the senior year, may be earned in a non-Mathematics course that meets Common Core State Standards in Mathematics. Courses which meet the criteria as a mathematics credit are so noted in their course descriptions and are listed below. Please note that a given course CANNOT meet two graduation requirements, i.e. one of the credits in mathematics and, at the same time, one of the credits in science.

Science (1.0 credit each)		
Chemistry 11431	Honors Chemistry 11432	AP Chemistry 1 1433
Honors Physics 11446	AP Physics 1 11445	AP Physics 2 11444
Business and Computer Studies (.5 credit each)		
Accounting 1 11602	H/URI Financial Accounting - Accounting 2 11630	Personal Financial Planning 11665

Technical Education (.5 credit each)

Carpentry 1 11857	Carpentry 2 11858	Carpentry/Construction 3 11861
Carpentry/Construction 4 11862	Carpentry/Construction 5 11863	Carpentry/Construction 6 11864
Technical Drawing 1 11870	Technical Drawing 2 11871	Engineering Graphics 1 11880
Engineering Graphics 2 11881	Engineering Graphics 3 11882	Engineering Graphics 4 11888
Introduction to Computer Aided Drafting 11886	Computer Aided Drafting 2 11887	Robotics 1 11800
Robotics 2 11801	House Design 1 11883	House Design 2 11884

Exhibit 06

Broad Rock MS Student Handbook





Broad Rock Middle School

Student Handbook 2022-2023

Mission Statement

The mission of Broad Rock Middle School, in partnership with families and the entire educational community, is to empower and inspire all students to develop and apply the knowledge, skills and attitude necessary to achieve personal success and contribute responsibly and bravely to our diverse world.

Mrs. Tammy McNeiece, Principal
tmcneiece@sksd-ri.net

Dr. Ryan Borden, Assistant Principal
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Sharon Pyne, School Nurse
spyne@sksd-ri.net

Lisa Fontaine, School Counselor
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<http://br.skschools.net>

351 Broad Rock Road Wakefield, RI 02879

PH 401-360-1800

FX 401-360-1801

[District school calendar 22-23](#)

PROGRAM ORGANIZATION

The fifth grade at Broad Rock Middle School is structured in an elementary school model. This model reflects the long-established elementary school structure utilized by the South Kingstown Schools. Fifth grade students will be with their homeroom/classroom teacher for the majority of their school day. All students participate in Physical Education and Health classes.

The sixth grade at Broad Rock Middle School is organized in the middle school concept of interdisciplinary teams. An interdisciplinary team consists of several teachers inclusive of the academic subject areas: Language Arts, Mathematics, Science, and Social Studies. These teachers commonly instruct one group of students. All students participate in Physical Education and Health.

STUDENT SERVICES

The guidance office is open during the regular school day and is staffed by Ms. Lisa Fontaine, our school counselor. A student may go to the counselor whenever a need arises. Appointments or parent conferences may be scheduled by calling 401-360-1349 or emailing Ms. Fontaine at Lfontaine@sksd-ri.net

Special Services are available through our special education teachers, speech therapist, psychologist, social worker, and school counselors. Contact regarding these services is made through our special education coordinator, Tricia Bowler at tbowler@sksd-ri.net

EMERGENCY CONTACTS

New this year, parents are able to update emergency contact information directly in Skyward. Parents are able to change emergency contact names, phone numbers, and email addresses. Parents are not able to change the street address listed. If this is necessary, please contact the main office at 360-1800.

Please review the current list of names and phone numbers for your child's emergency contacts in Skyward, and check for accuracy.

For directions how to make these changes, please click here:

[Directions to change emergency contacts](#)

No child will be released to anyone who is not listed as an emergency contact in Skyward.

COURT ORDERS

No contact orders and restraining orders should be filed with the principal as soon as they are in effect. Any changes to these orders should be reported to the school as soon as possible.

OPT IN/ OPT OUT MESSAGE FOR PARENTS AND GUARDIANS

The district has moved opting in or opting out of the sharing of student information to Skyward. With a few clicks, you can ensure that we have the correct preferences for each of your children. Please [click here for instructions](#).

If you do NOT wish to have your child photographed this year, please indicate this option in Skyward as well this year.

SCHOOL CANCELLATIONS/ EMERGENCIES: SCHOOL MESSENGER

The South Kingstown School Department utilizes the automated telephone system, School Messenger. This phone system will be used to notify you of early dismissals, school cancellations, and other events. Parents are also encouraged to sign up for immediate notification of weather related delays and cancellations through the Rhode Island Broadcaster's Association <http://www.ribroadcasters.com/> Emergency closings after students have arrived at school will be communicated via a school based listserv message, robo call, and through RI Broadcaster's Association. Parents should discuss with their child in advance any alternate dismissal plans that they have arranged in the event that a parent/guardian would not be home for an early dismissal.

ATTENDANCE ([Policy # 8415](#))

Students may arrive between 7:25 and 7:40 and no earlier than 7:25 AM. Students arriving after 7:40 AM will be marked tardy. Please call the main office at 360-1800 if your child will be absent.

TRUANCY

A student is considered truant when he/she purposely stays away from school without parent/guardian permission. Students who do miss school with parent/guardian permission, however, can be considered truant at the discretion of the administration.

TRUANCY INTERVENTION PROCESS:

The administration will notify parents/guardians of excused absences, unexcused absences, tardies and/or early dismissals.

Parent/guardian is required to call the school to report their child's absence prior to the start of school. The school attendance office will attempt to contact the parent/guardian regarding absences if the school has not been notified.

- **First Stage:** *Whenever a student is absent without parent/guardian notification, the school will contact his/her parent/guardian to ascertain the reason. When a pattern of absenteeism, tardy or early dismissals develop, resources within the school will be utilized to improve the attendance.*
- **Second Stage:** *A minimum of five (5) cumulative unexcused absences, tardies and/or early dismissals may prompt a telephone call and/or written letter to the*

parent/guardian requesting an explanation. An internal review by the principal and/or support personnel may occur depending upon circumstances.

• **Third Stage:** *After ten (10) cumulative unexcused absences, tardies and/or early dismissals a letter will be sent and/or a conference will be scheduled with parents/guardians, the student, the principal/designee and other professionals, as needed. A referral may be made to the Truancy Officer.*

FAMILY TRAVEL/VACATION

A student's absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences. Teachers are not responsible for preparing school work that a student will miss during a vacation that is not scheduled during school vacation periods.

REPORT CARDS

Report cards are issued quarterly. All 6th grade students and parents have electronic access to mid-term progress reports. These reports may be accessed through the student management online system Skyward.

HOMEWORK: School Committee Policy 7125

The amount of homework will vary from teacher to teacher. However, parents should expect homework in all subjects on a regular basis (Grade 6 students 50-60 mins. per night). Students are responsible for recording all assignments in their planners.

BEHAVIOR EXPECTATIONS

Broad Rock Middle School is a Kingian Nonviolent School and a PBIS School (Positive Behavioral Interventions and Support). Kingian Nonviolence and PBIS are a school wide system of support that includes proactive strategies for defining, teaching and supporting prosocial behavior to create a positive school environment that maximizes all students' abilities to learn and achieve academically, socially and behaviorally. It is impossible to anticipate all of the situations that may occur in a middle school, but this handbook attempts to outline the most important disciplinary guidelines for our students. The school expectations follow the district-wide policies outlined in Policy #8315 and #8305. Each student has a responsibility to ensure this right to all members of our learning community. Infringing on others' rights will not be tolerated.

CODE OF BEHAVIOR:

Five expectations apply to all areas of the school. (The school bus is considered an extension of the school.) The expectations cover all areas of our school with some modifications for specific settings. All students are responsible for their own behavior. The five rules are: **Respectful, On Task, Cooperative, Kind and Safe.**

Broad Rock Middle School "R.O.C.K.S.!"

ENFORCEMENT OF CODE OF BEHAVIOR

Broad Rock Middle School students are expected to demonstrate good citizenship and appropriate social behavior at all times. Behavior should not infringe upon the rights of other students or adults, thereby disrupting the learning process or school environment.

BROAD ROCK MIDDLE SCHOOL DISCIPLINE

Minor Infractions will be handled using the following protocol:

1. Inform student of the rule violated.
2. Describe/re-teach expected behavior.
3. Complete documentation form.
4. Follow through with consequence.
5. Teacher/Staff member will notify the parent and administration
6. Input documentation in Skyward student management system
7. A Minor Infraction should be dealt with quickly, privately, neutrally, and follow up with a positive acknowledgment of a behavior, and re-teaching positive behavior

Major Infraction will be handled using the following protocol:

1. Inform student of the rule violated.
2. Describe expected behavior.
3. Input documentation in Skyward student management system
4. Student will meet with administration to discuss the incident.
5. Administrator will determine and follow through with consequence.
7. Administrator will contact the family regarding the infraction.

The following are possible consequences, which may be assigned to students who are not able to follow behavior expectations

1. A verbal warning
2. Parent called
3. Parent conference
4. Modified School Day- This procedure removes the student from the mainstream of school activity, but allows the student to remain in school to complete assigned work. Any student who is assigned to modified school day is prohibited from participating in any after school activity for the day.
5. Suspension – It is the policy of this school to use this in only the most serious circumstances including physical violence. When deemed necessary, the following

procedure is followed in accordance with [South Kingstown School Committee Policy #8305](#).

Pursuant to the Right to a Safe School Act, each student, staff member, teacher, and administrator has a right to attend and/or work at a school which is safe and secure, and which is conducive to learning, and which is free from the threat, actual or implied, of physical harm by a disruptive student. A disruptive student is a person who is subject to compulsory school attendance, who exhibits persistent conduct which substantially impedes the ability of other students to learn, or otherwise substantially interferes with the rights stated above, and who has failed to respond to corrective and rehabilitative measures presented by staff, teachers, or administrators. A school principal or designee may suspend all pupils found guilty of this conduct, or of violation of school regulations, or where a student represents a threat to those rights of students, teachers, or administrators (RIGL § 16-2-17).

The following breaches of conduct or disruptions on school property, school transportation or at any school sponsored activity may lead to consideration of short or long-term suspension:

- Physical violence or threat of violence towards a student or any member of the school staff.
- Violations of the Harassment (Policy 1211)
- Violations of the Bullying (Policy 1231)
- Blackmailing, threatening, or intimidating school staff or other students.
- Possession/Possession with the intent to use in the school or on school grounds any kind of weapon, such as a pistol, taser, mace, knife, blackjack, razor, etc.
- Possession with the intent to distribute or sell dangerous drugs, narcotics or alcoholic beverages, in school or on school grounds. Intent to distribute or sell shall be determined by an investigation and a threat or risk assessment. Students-who use or possess alcohol or drugs shall be encouraged to seek qualified counseling and in some cases, shall be required to seek such counseling.
- Disruption of the school day by bomb threats or false alarms shall be the cause for an automatic request for long-term suspension by the principal in accordance with Part C of this policy.

Please be advised that students under suspension are not allowed on school property before, during, or after school hours nor are they allowed to participate or attend in school sponsored social or athletic activities.

7. Expulsion – The Principal may request of the Superintendent and School Committee the expulsion of a student when the Principal believes the student’s conduct endangers persons or property, is seriously disruptive of the educational process or is in violation of a publicized School Committee policy. This is in accordance with South Kingstown School Committee Policy #8305.

8. Notification of Police – In some cases, due to the severity of the violation of school rules, regulations or policies, the notification of the police is mandatory.

CARE OF SCHOOL PROPERTY

It is the responsibility of all students and staff members, to help maintain the cleanliness of the building. Therefore, all students are urged to do their part in picking up after themselves and properly disposing of refuse.

Students are responsible for books and materials issued in their name and will be required to pay for any school property that is lost, damaged, or defaced. Students may not receive final report cards until all obligations have been met. In addition, students may be placed on social probation at the beginning of the following school year until all obligations have been met.

Vandalism is addressed as a violation and is outlined in Policy #8305. Deliberate destruction or defacing of school property of any kind shall result in a period of suspension, a period of school probation, restitution, and possible referral to the policy. Vandalism of personal property will also result in school actions against the offending individual(s).

SOUTH KINGSTOWN SCHOOL DEPARTMENT INTERNET ACCESS POLICY # 7205

GUIDELINES

1. The use of the Internet must be in support of education, research and consistent with the technology plan of the South Kingstown School Department.
2. Any use of the Internet to facilitate illegal activity is prohibited.
3. Any use of the Internet for commercial or for profit purposes is prohibited.
4. Any use of the Internet for product advertisement or political lobbying is prohibited.
5. The use of Internet accounts without permission of authorized owner is prohibited.
6. Any use of the Internet to obtain copies of, or modify files, other data, or passwords belonging to other users, to misrepresent other users on the network is not allowed.
7. No intentional use of the Internet shall serve to disrupt the use of the network or others; hardware or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the Internet to develop programs that harass other users or infiltrate a computing system is prohibited.
9. Hate mail, harassment, discriminatory remarks, and other antisocial behavior is prohibited.
10. The illegal installation of copyrighted software for use on district computers is prohibited.
11. Use of the Internet to access obscene or pornographic materials is prohibited.
12. Use of the Internet to transmit materials that are offensive or objectionable to recipients is prohibited.
13. All Internet users are expected to use resources efficiently to conserve disk space and empty their files as needed. It is a facilitator's responsibility to maintain the privacy of students' electronic mail. The school building principal retains the right to "clean all" files during the summer months.

* * * * *

The faculty has the responsibility to include the student in all acts of viewing, modifying, or removing the student's electronic mailbox.

It is a student's responsibility to maintain the integrity of the private electronic mail system. The student has the responsibility to report all violations of privacy, and students are responsible for mail sent under their user accounts. Students have the responsibility to make only those contacts leading to some justifiable personal growth on the Internet and are responsible for making sure all email sent does not contain pornographic materials, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises.

Any individual who uses school equipment under this policy must sign off acknowledging the receipt of a copy of the technology policy and that they have reviewed the rules. Each person using the Internet, including e-mail accounts, will sign off on a form, a copy of which is provided on page 2. **Violations of the above-mentioned guidelines can result in school action.**

INFRACTION INTERVENTION TABLE

Infraction	First Offense	Second Offense	Third Offense	Four or more
Weapons	Up to 10 Days OSS* Possible rec for expulsion	Recommendation for expulsion	Recommendation for expulsion	Recommendation for expulsion
Cut detention	Detention following day	Additional detention	AEP* for 1 period	AEP* for up to 3 periods
Fighting	Up to 5 days OSS*/AEP* Referral to Mental Health Consult Team	Up to 10 days OSS*/AEP* Referral to Mental Health Consult Team	Up to 10 days OSS* Possible recommendation for expulsion	Recommendation for expulsion
Theft	Restitution Up to 5 days AEP* Parent conference	Restitution 5 days AEP* Parent conference	Restitution 5-10 days AEP* Parent conference	Restitution 5-10 days AEP* Parent conference Recommendation for expulsion
Failure to attend teacher detention	1 office detention and parent contact	2 office detention and parent contact	Parent conference and AEP*	Hallway restriction and AEP*
Insubordination	Parent Contact by teacher and discipline referral	Parent contact by administrator and office detention	Parent conference with teacher, administration and multiple office detentions Consideration for AEP	AEP*
Disrespectful Behavior	Parent Contact by teacher and discipline referral	Parent contact by administrator and office detention	Parent conference with teacher, administration and multiple office detentions Consideration for AEP	AEP*
Leaving school grounds	1 office detention	AEP* 1-2 periods	AEP* 1-3 periods	AEP* 1-3 periods Hallway restriction
Forgery	Warning and Teacher contacts parent	Receive a zero on assignment and a parent conference	Receive a zero on assignment and office detention	AEP*
Profanity	Warning and Teacher contacts parent	Teacher contacts parent and discipline referral	Office detention and parent conference	AEP*

Vandalism	Restitution or Community Service and parent contact	Restitution or Community Service and Office detention	Restitution or Community Service Detention and parent conference	Restitution or Community Service AEP*
Cell Phone/ Laptop/Electronics Violation (minor)	Warning and parent contact Teacher detention	Confiscation of device and Office detention -Parent/guardian must pick up cell phones in person in the main office	Confiscation of device, Office detention and parent conference -Parent/guardian must pick up cell phones in person in the main office	Confiscation of device and AEP -Parent/guardian must pick up cell phones in person in the main office
Cell Phone/ Electronics Violation (major - used to photograph, audio record, video record others w/o permission)	Confiscation of device -Parent/guardian must pick up cell phones in person in the main office	Confiscation of device, and office detention -Parent/guardian must pick up cell phones in person in the main office	Confiscation of device and parent conference -Parent/guardian must pick up cell phones in person in the main office	2 or more AEP* or OSS*, device confiscation during school hours -Parent/guardian must pick up cell phones in person in the main office
Hate speech, i.e., using speech that is demeaning to a person's race, gender, sexual orientation, national origin, ethnic group, religious group, disability, etc	Up to 3 Days AEP*, referral to counselor	Up to 5 Days AEP*, referral to counselor	Up to 5 Days AEP*, referral to counselor	Up to 5 Days AEP*, referral to counselor

OSS-Out of School Suspension

AEP-Alternative Education Program

BULLYING AND HARASSMENT

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

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

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:

Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

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

(Please refer to RI Statewide Bullying Policy on the district website-[School Committee Public School Policy 1230](#) – Respectful and Peaceful [School Community and Policy 1231](#) for complete details regarding Harassment, Bullying, Hazing and Dating Violence)

- In cases of verbal, physical, or sexual harassment of a non-violent nature, first tell the perpetrator that you don't like the particular offensive behavior, and you want it to stop.
- If the behavior continues, tell the teacher immediately.
- The teacher will talk to the offending person, gather more information, and submit a first incident report/infracton to the Assistant Principal.
- If the misbehavior continues in class, halls, lunch, gym, etc., the student reports this as soon as possible to the teacher or Assistant Principal.
- A second incident report/infracton is dated and a copy is sent to the Assistant Principal, along with the offending student. A meeting will be arranged with parents and school administrators. Subsequent consequences will be assigned as appropriate.

APPEAL PROCESS

Students and/or parents/guardians who feel aggrieved because of action taken as a result of any section in these regulations may appeal said action to the school administration level at which the action was taken. Further appeals may be taken to the district's Title IX coordinator, the Chief Financial Officer. If the student and/or parents/guardians continue to feel aggrieved they may appeal further to the Superintendent of Schools and finally to the School Committee.

ACADEMIC DISHONESTY

Cheating is considered a serious matter and will result in the following disciplinary actions:

- The first time a student is found to be cheating he/she will receive a zero for the work done, regardless of what the work is. Additionally, the teacher involved will notify the student's parents. Notification will also be given to the Principal and guidance counselor.
- If a student is found to be cheating a second time, he/she will receive a zero for the work and a parent conference with the Principal will result.

Plagiarism is stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing from an outside source, including any technology without crediting that source is a form of plagiarism. Documentation of all sources is important to avoid plagiarism. Plagiarism will be addressed by disciplinary action including receiving a zero for work done.

DRUGS/ALCOHOL

The use, sale, possession, or transfer of drugs, alcohol, and paraphernalia associated with substance abuse or the intent to do so is strictly forbidden. If a student is in possession or under the influence of drugs or alcohol his parents and the police department will be notified. The

student will be subject to suspension in accordance with South Kingstown School Committee Policies [#8305](#) and [#8310](#).

TOBACCO

The use and possession of all forms of tobacco and related paraphernalia is strictly forbidden. Electronic Nicotine Delivery System Products (ENDS) – any electronic device that delivers nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe or hookah. There is no smoking inside or outside the building, before, during, or after school. Cigarettes or electronic cigarettes observed in a student's possession will be confiscated. Violations of the above will result in parental contact and disciplinary action.

LUNCH

Students will remain seated at their table, and will not be allowed to move around to visit other tables. According to the Rhode Island Law passed in 2007, schools are required to have a designated nut free table in the cafeteria. In order to be sure that the foods at that table are peanut/treenut free and are not processed in a facility that contains nuts, only children purchasing school lunch can sit at the designated peanut/tree nut free table. Students with life threatening allergies will require a doctor's note if they do not require a peanut/tree nut table. Any student bringing restricted food to the designated table will be subject to disciplinary action.

DRESS CODE 3/27/19

PURPOSE

The purpose of the South Kingstown School District dress code is to maintain a safe learning environment where all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

1. Maintain a safe learning environment in classes where protective or clothing that supports the activity is needed
2. Allow students to wear clothing that expresses their self-identified gender
3. Allow students to wear religious attire, including any headwear, without fear of discipline or discrimination
4. Prevent students from wearing clothing that depicts, advertises, or advocates any offensive/violent acts or language

GUIDELINES

The South Kingstown School District dress code language applies to all students in grades PK-12.

- Students **MUST** wear

- o clothing on a top, bottom, and feet
- o clothing that covers undergarments – waistbands and bra straps excluded
- o opaque fabric that covers all private areas
- o clothing and footwear suitable for all scheduled activities including physical education, science labs, wood shop, and other activities where unique hazards exist as outlined in any supplemental dress codes
- Students **MUST NOT** wear
 - o clothing that depicts, advertises, or advocates any discriminating, offensive, or violent acts, such as;
 - § the use of alcohol, tobacco, marijuana, or other controlled substances
 - § pornography, nudity, sexual acts, or obscene gestures
 - § hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
 - § gang affiliations
 - o hats, hoods, or other headwear (with the exception of religious headwear or for health reasons)

ENFORCEMENT

To ensure effective and equitable enforcement of this dress code, the dress code must be enforced consistently adhering to the parameters outlined below. These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities.

Enforcement should be consistent with the school’s overall discipline plan. Compliance with the dress code should be enforced consistently with comparable behavior and conduct violations. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the administration.

- o The loss of class time should be kept to a minimum with the least impact on learning
- o Students cannot be forced to wear clothing that is not theirs
- o Parents/guardians should not be called during the day to bring alternative clothing unless requested by the student
- o Discipline should not be given disproportionately based on gender, race, body size, body maturity
- o Students should not be shamed or measured in front of the class for what they’re wearing

ELECTRONIC DEVICES

All electronic devices (including cell phones) must be stored away before the student enters the building and must remain off during the school day. The school is not responsible for the loss or

damage of such items. Violations of this policy will be referred to the Assistant Principal and may result in disciplinary action, including confiscation of the device. A parent or guardian must come into the school to pick the device up. The use of cameras, video cameras and recording devices must have approval of classroom teachers. Inappropriate use of cameras, including cell phone cameras, and recording devices in school or on school bus will result in disciplinary action.

FIRE DRILLS/EVACUATIONS

Each class will proceed with their teacher and form a quiet line away from the building to facilitate safety and the taking of attendance. Students will remain outside until the all-clear signal is given. Evacuation procedures and locations are to be posted in each classroom. These rules must be strictly followed for the safety of everyone. A lock down drill will be held two times a year. Teachers are responsible for ensuring the silence of students during all drills. Disciplinary action may result for any student who is disruptive during drills.

POLICY REGARDING MEDICATIONS

Parents/guardians are requested, whenever possible, to schedule the administration of medication outside of the normal school day. Parents must bring any medications to the school for any students who may need medication during the school day, with a signed authorization. For **prescription medication** this will include both a licensed health care provider's written order **and** a written parent authorization. **Non-prescription medications** require only a parent authorization form to be completed.

Prescription medication shall be stored in their original pharmacy labeled containers. Non-prescription medication shall be stored in their manufacturer-labeled container only. No student shall have in his/her possession any medication while on school property unless it is authorized by his/her physician. All medication shall be dispensed by a School Nurse-Teacher. No lay person other than a parent or parent designee shall administer medication to a student in the school setting. This does not include inhalers (which may be self administered if authorized by the licensed health care provider) or **Epipens (which may be self administered, administered by school personnel trained to administer the Epipen or, in the event that no trained personnel are available, any willing person may administer the Epipen to a medically identified student)**. No medication shall be dispensed without following this procedure.

BUSES

Students are not allowed to get off the bus at any stop other than their own. In accordance with the [South Kingstown School Committee \(policy # 8325\)](#) and the Motor Vehicle Code Act of Rhode Island, the following procedure shall be followed for matters pertaining to bus discipline:

1. First Offense- A verbal reprimand
2. Second Offense- student will be written up as a major infraction and parents will be contacted by school administration
3. Third Offense- Suspension of five (5) days from bus privileges/student will be written up as a major infraction

4. Fourth Offense- Suspension for the remainder of the year/along with communication to the family

MEAL CHARGE POLICY: [School Committee Policy 3500](#)

The goals of this policy are:

- To treat all students with dignity in the serving line regardless of the status of their meal accounts
- To have a consistent district-wide procedure regarding meal charges and the collection of such charges
- To support positive and clear communication among staff, administrators, teachers, food service personnel, students and parents/guardians
- To encourage parents/guardians to assume the responsibility of meal payments

RELEVANT SCHOOL DEPARTMENT POLICIES

HIV INFECTED

[Policy #1220](#)

HAZING

[Policy #1225](#)

RESPECTFUL AND PEACEFUL SCHOOL COMMUNITY

[Policy # 1230](#)

BULLYING

[Policy # 1231](#)

NON-DISCRIMINATION

[Policy # 1236](#)

SCHOOL VISITATION

[Policy #1250](#)

MEAL CHARGE

[Policy #3500](#)

CHILD ABUSE REPORTING

[Policy # 4205](#)

MEDICATION

[Policy # 5141](#)

FIELD TRIP

[Policy #7120](#)

WELLNESS

[Policy #7751](#)

SUSPENSION/EXPULSION

[Policy #8305](#)

STUDENT CONDUCT

[Policy # 8315](#)

ASSAULT AND ILLEGAL WEAPONS POSSESSION

[Policy #8320](#)

BUS DISCIPLINE

[Policy #8325](#)

LEGAL CUSTODY

[Policy #8410](#)

ATTENDANCE AND TRUANCY

[Policy #8415](#)

STUDENT CONFIDENTIALITY

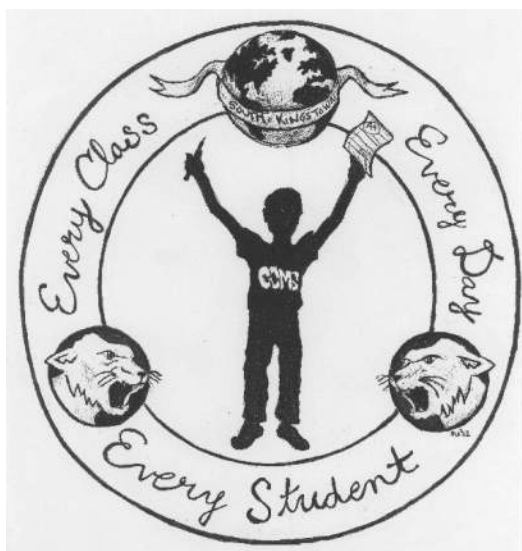
[Policy #8220](#)

Exhibit 07

Curtis Corner MS Student Handbook



Curtis Corner Middle School



Student Handbook

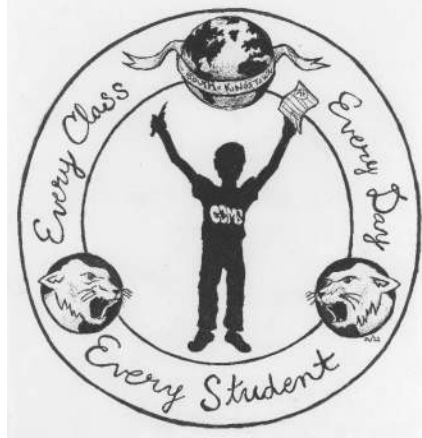
2022 – 2023

“Every Student, Every Class, Every Day”

Mrs. Patricia Aull – Principal

Mr. Jonathan Devolve - Assistant Principal

Mr. Mahlik Handley – Dean of Students



Curtis Corner Middle School

301 Curtis Corner Road
Wakefield, Rhode Island 02879
Phone: (401) 360-1333
Fax: (401) 360-1334

<http://cc.skschools.net>

<http://twitter.com/CurtisCornerMS>

CCMS Contact Information

CCMS Main Office – (401) 360- 1333

CCMS School Nurse – (401) 360-1348

CCMS Guidance Counselor - (401) 360-1349

CCMS School Psychologist – (401) 360-1339

CCMS School Social Worker – (401) 360-1383

CCMS Student Assistance Counselor – (401) 360- 1374

Other Contact Information

Central Administration Office (401) 360- 1300

Superintendent of School – (401) 360-1307

Director of Pupil Personnel – (401) 360-1200

Athletic Director – (401) 360-1017

Ocean State Transit Bus Company – (401) 284-3920

Chartwells Food Services – (401) 360-1055

Program Organization

Curtis Corner Middle School is organized in the middle school concept of interdisciplinary teams. An interdisciplinary team consists of four teachers inclusive of the academic subject areas: Language Arts, Mathematics, Science, and Social Studies. These teachers commonly instruct one group of students. All students participate in Physical Education and Health classes. Unified Arts classes that students may also have in their schedule during the year are: Art, Digital Art, Computer Literacy, Media Literacy, Applied Literacy (Writing), Coding, Band/Orchestra/Chorus, Fitness, Music Appreciation, and World Language (French or Spanish). Students may also participate in support classes, such as Direct Reading and Skill Mathematics. **An Open House to explain our school programs and to meet the teachers will be held shortly after school opens. Parents will be notified via email of the date.**

Arrival at School & Attendance ([SC Policy 8415](#))

Arrival

Our school day starts at 7:26 AM and ends at 1:56 PM. Students should not arrive at school before 7:10 AM. **Doors will be open at 7:10** and supervision will be provided for students at that time. Students are expected in class by the 7:26 bell. Every student is required by law to attend each day that school is in session.

Attendance

8415: Rhode Island state law 16-19-1 requires all students between the ages of six and eighteen years to be registered in and attend school regularly.

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

Encouraging regular school attendance is a multi-pronged effort, including:

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

This school district policy attempts to establish a set of standards that will ensure consistency across the district, while also allowing a school's administrative personnel the flexibility of individual response.

Excused Absences:

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

Acute Illness: When a student has a medical need that does not require ongoing/long term care, (i.e.: knee surgery, etc.). A note from a doctor or medical professional must be given to the school. Subsequent absences due to the nature of the care will be considered excused. Families must give the reason for absence(s) due to the nature of the illness or follow-up care.

Chronic Illness: A student that requires continued medical care with a doctor or medical professional, (i.e.: type II diabetes), must provide documentation at the onset of treatment. Subsequent absence(s)

due to the nature of the illness or follow-up care will be considered excused. Families must give the reason for the absence(s) due to the nature of the illness or follow-up care.

All students are expected to attend school. Appointments with doctors, dentists, etc. should be made at times other than during school hours. Students absent due to illness or suspension on the day of a school-related activity (e.g., athletic event, drama, dances, etc.) **may not attend that activity**. Extenuating circumstances may be presented to an administrator for consideration.

Unexcused Absences:

Every absence is considered “unexcused” even when a phone call by the parent/guardian has been received stating the specific reason for the absence by the attendance office. For an absence that is 1 or more days in length to be considered excused, a note from a doctor or medical professional must be received within 3 days of the absence. Student absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences. Teachers are not responsible for preparing school work that a student will miss during a vacation that is not scheduled during school vacation periods.

Please note: Parental/guardian permission in and of itself is not recognized as legitimate reason for absence.

Tardies:

Any tardies (both excused and unexcused) in excess of five (5) in a quarter will result in a student being assigned one detention per tardy. Continued violations may result in a referral to the Truancy Officer and/or Truancy Court. Parent/guardian will be notified of all subsequent tardies per quarter. Students tardy to school must report to school according to school handbook procedure with a valid excuse to be eligible to participate in extracurricular and co-curricular activities. Students arriving after the time noted in the school handbook must have a doctor’s note or other documentation specifying why the student arrived after this time.

Truancy:

A student is considered truant when he/she purposely stays away from school without parent/guardian permission. Students who miss school with parent/guardian permission, however, can be considered truant at the discretion of the administration.

Intervention Process:

The administration will notify parents/guardians of excused absences, unexcused absences, tardies and/or early dismissals. Parent/guardian is required to call the school to report their child’s absence prior to the start of school. The school attendance office will attempt to contact the parent/guardian regarding absences if the school has not been notified.

- **First Stage:** Whenever a student is absent without parent/guardian notification, the school will contact his/her parent/guardian to ascertain the reason. When a pattern of absenteeism, tardy or early dismissals develop, resources within the school will be utilized to improve the attendance.
- **Second Stage:** A minimum of five (5) cumulative unexcused absences, tardies and/or early dismissals may prompt a telephone call and/or written letter to the parent/guardian requesting an explanation. An internal review by the principal and/or support personnel may occur depending upon circumstances.
- **Third Stage:** After ten (10) cumulative unexcused absences, tardies and/or early dismissals a letter will be sent and/or a conference will be scheduled with parents/guardians, the student, the principal/designee and other professionals, as needed. A referral may be made to the Truancy Officer.

Early Dismissals:

By Rhode Island State law, dismissal from school for any reason are considered part of a student's attendance record. In keeping with our efforts to maximize instructional time, early dismissal from school is discouraged, and will be granted only for business that cannot be conducted after the close of school. Reasons for early dismissal shall be limited to: illness, doctor's appointments, court appearance, family emergency verified by the parent/guardian, educational reasons given prior approval by the school administration.

- A written request for early dismissal signed by the student's parent/guardian must be presented to the office on the day of the early dismissal. Parental phone calls requesting an early dismissal are discouraged and must be approved by the Principal/Designee only in the event of emergencies.
- This request must contain the child's first and last name, date, time, reason for dismissal, telephone number for verification, and parent/guardian signature.

The nurse is responsible for early dismissals due to illness, and parent/guardian verification prior to dismissal is required.

Missed Assignments for Excused Absences:

The teacher and/or guidance department can work with the student and family to coordinate a mutually agreeable timeline for work to be completed.

Appeal Process for Attendance:

Students and/or parents/guardians who feel aggrieved because of action taken as a result of any section in these regulations may appeal said action to the school administration level at which the action was taken. Further appeals may be taken to the Superintendent of Schools and finally to the School Committee. Further appeals after the School Committee decision may be taken through the process as defined in Title 16 of the General Laws of Rhode Island.

Academic Dishonesty/Plagiarism/Forgery

Academic dishonesty is any type of dishonest act on an academic exercise submitted for evaluation..

Plagiarism is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing from an outside source, including any technology without crediting that source is a form of plagiarism. Therefore, it is important to document all sources

Plagiarism is categorized as a major infraction and will be addressed by disciplinary action, which may include but not limited to

- Re-doing the assignment
- Receiving a zero on the assignment
- Detention.

Signing of another person's name on a document is considered forgery and subject to disciplinary action.

Cheating is considered a serious matter and will result in the following disciplinary actions:

- The first time a student is found to be cheating he/she will receive a zero for the work done, regardless of what the work is. Additionally, the teacher involved will notify the student's parents. Notification will also be given to the principal, assistant principal and school counselor.
 - If a student is found to be cheating a second time, he/she will receive a zero for the work and a parent conference with the principal or assistant principal will result. A student involved in repeated incidents of cheating will be subject to suspension.
-

After School Activities

Curtis Corner Middle School offers many extra-curricular activities including clubs, dances, interscholastic athletics, and intramural athletics. Activities are conducted after school on announced days. Examples of intramural sports are: basketball, bowling, floor hockey, golf, and tennis. Examples of clubs are: art, SMART, walking club and yearbook. Although each activity may have its own requirements, some general rules do apply to all activities.

- If a student is absent from school, he/she may not participate in, or be a spectator to, any activity that day. Note: if there are unusual circumstances related to this, please inform the principal/assistant principal in advance.
- Any student who disrupts an extra-curricular activity, either as a participant or a spectator, may be removed from the activity. The student may be suspended from future activities and/or be subject to further disciplinary action according to school procedures and policies.
- Intramural and club forms must be completed and signed by both student and parent prior to the student participating in the activity.
- If a student is not riding the late bus, they must be picked up no later than 3:15 or at the conclusion of the activity

Athletics

rSchool Today

All athletes interested in participating in interscholastic athletics during any season, must have paperwork, **Registration Form, Physical, Assumption of Risk Form, School Insurance**, completed before the first day of practice. Paperwork can be found on <https://southkingstown-ar.schooltoday.com/>

Interscholastic Athletics

Students trying out for Interscholastic Athletics must complete the Interscholastic Sports Packet which includes a current physical exam, waiver, insurance, health questionnaire and demographic information. Packets are available on the CCMS website. Academic requirements for Interscholastic Athletics follow the RIPCOA rules: if a student fails more than one subject during a quarter, they may not participate in athletics the following quarter. Please contact the SK Athletic Director at 360-1011 for more information.

A2E Policy: Middle School Access to Excellence ([SC Policy 8335](#))

Code of Conduct for Student Athletes

Expectations for all student athletes: Student athletes compromise their participation in athletics when they use substances. Student athletes who experiment with or possess, consume or distribute alcoholic beverages and/or illicit substances jeopardize program morale, reputation, and success. They do physical harm to themselves and risk personal injury and harm to others. Student athletes must make the commitment not to possess, consume or distribute alcoholic beverages and illicit drugs and to refrain from being in the presence of such substances. In order to ensure the highest possible standards of learning, as well as assuring the maintenance of the highest possible level of safety, health, and well-being for all student athletes, the South Kingstown School Committee endorses a chemical health policy which: Provides student athletes with information and activities focused on preventing them from possessing, consuming and distributing alcoholic beverages and illicit drugs. Prevention activities will be centered on instructional programs, guidance and counseling, school climate, and family and community involvement. Contains restorative measures. Takes active disciplinary action when necessary.

Behavior

Expectations

It is impossible to anticipate all of the situations that may occur in a middle school, but this handbook attempts to outline the most important disciplinary guidelines for our students. The school rules that follow and the district-wide policies outlined in Policy 8315 and 8305, are based on the premise that each student has a right to learn in a safe and orderly environment. Each student has a responsibility to ensure this right to all members of our learning community. Infringing on others' rights will not be tolerated.

As a result, the following rules, expectations, and Code of Behavior are in effect:

- Students are to WALK at all times. Running in the building is prohibited.
- Students are to be quiet in the corridors so as not to disturb classes that are in session.
- Students are to keep hands, feet and objects to themselves.
- Jumping and hitting ceiling tiles, signage, and door frames are prohibited.
- Students are to stay inside the building unless given permission by a staff member to go outside for a specific purpose. A staff member will accompany groups of students going outside.
- Food is not allowed outside the cafeteria. The only drink allowed outside of the cafeteria is water.
- Teachers will follow the district Health and Wellness Policy (7751) regarding food restrictions in classrooms.
- Students are to arrive in class on time
- Students must bring all materials needed for class
- Leave outer garments (i.e. coats, hats) and all large bags/backpacks in your lockers.
- Bullying or harassing of other students will not be tolerated.

Enforcement of Behavior Expectations

The following are possible consequences, which may be accompanied by a discipline referral form, and may be assigned to the violator of our Behavior Expectations.

1. A verbal warning
2. Parent called
3. Parent conference
4. **Teacher-Assigned Detention:** Students will receive advance 24 hours notice unless previous arrangements have been made with a parent. Cutting detention the first time will result in parent notification by the teacher and rescheduling. If the rescheduled teacher detention is cut a referral will be made to the administration and two detentions will then be assigned: one for the teacher and the second for the office.
5. **Office-Assigned Detention:** Students may be placed in detention for violation of school rules. Cutting office detention on the first offense will result in parent notification and rescheduling. Subsequent cuts will result in the doubling of detention time or suspension.
 - a. **Office-Lunch Detention:** Office lunch detention may be assigned at the discretion of the administration.
 - b. **Office-After School Detention:** 2:05 - 2:45 PM (Days TBD based on Late Bus) An email and/or phone call will be made to parents of any student who is issued an after school detention. All students issued an after school detention will be given 24 hours notice.

The South Kingstown School District (“District”) employs restorative practice as its strategy when mediating a violation of the Student Code of Conduct. The focus of this practice is on repairing relationships, which have been damaged, as a result of the violation and on learning from behavioral choices, as opposed to focusing on the consequences of the behavior. By changing the focus from consequences to learning, the District believes it is possible to build healthier interpersonal relationships among members of the school community, and create a more safe and effective learning environment. While consequences, such as out of school suspensions, are necessary for some student actions, the District uses restorative practices to reduce the use of out of school suspensions, which remove students from the physical learning environment. This policy outlines student actions that may result in suspension. However, it is important to note that these actions do not automatically result in suspension. All decisions regarding suspension as a consequence shall be directly related to student and school safety.

6. **Alternative Education Program:** Students assigned AEP, which is a modified school day where they will have access to their educational services, will report to the designated room at the beginning of the school day, 7:30 am.

Expectations for students assigned to AEP:

- Students must remain in AEP for the entire school day in order to fulfill their responsibilities
- Students who arrive late or are dismissed early from school will be assigned to AEP for the following day.
- Students are expected to bring any educational items to complete their academic work including books, writing utensils and laptop.
- Students are expected to remain quiet at all times.
- Students will be expected to complete all academic work during their time in AEP. Should they complete all work before the end of the day, they will engage in educational activities approved by the AEP Supervisor.
- Removal from AEP will result in the student being sent home for the remainder of the day. If a student is removed from AEP, he/she will have to make up that entire day, plus additional consequences, if necessary.
- Students are not allowed to have any food or beverages, except at lunch.
- Students are not allowed to use cell phones, earbuds or any other unauthorized electronic devices.
- Students assigned to AEP will not be allowed to participate in any extracurricular activities for that day or, if they were assigned on a Friday, for the entire weekend.
- Students who receive specialized services will be permitted to access these services. In these cases, students will be escorted to and from the AEP room by an adult.

7. **Suspension:** It is the practice of this school to use this in only the most serious circumstances, including but not limited to:

- a. Physical violence or threat of violence towards a student or any member of the school staff.
- b. Violations of the Harassment ([Policy 1211](#))
- c. Violations of the Bullying ([Policy 1231](#))
- d. Blackmailing, threatening, or intimidating school staff or other students.
- e. Possession/Possession with the intent to use in the school or on school grounds any kind of weapon, such as a pistol, taser, mace, knife, blackjack, razor, etc.
- f. Possession with the intent to distribute or sell dangerous drugs, narcotics or alcoholic beverages, in school or on school grounds. Intent to distribute or sell shall be determined by an investigation and a threat or risk assessment. Students who use or possess alcohol or drugs shall be encouraged to seek qualified counseling and in some cases, shall be required to seek such counseling.

Dangerous drugs or narcotics shall mean any controlled drug as defined in R.I. General Statutes, classified generally as amphetamine-type, barbiturate type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs; and in addition, those substances known as Methaqualone. Unauthorized use or possession of such substances shall mean use or possession without a valid prescription. The selling of drugs in this article may be the cause for a request for long-term suspension by the principal in accordance with Part IV of this policy.

- g. Disruption of the school day by bomb threats or false alarms shall be the cause for an automatic request for longterm suspension by the principal in accordance with Part C of this policy.

When it is deemed necessary, the following procedure is followed in accordance with South Kingstown School Committee [Policy 8305](#).

- The student will have an informal hearing before the principal or the assistant principal for the purpose of informing the student as to the charges and will be given an opportunity to respond.
 - The principal or the assistant principal will make all possible attempts by telephone to notify the parent or legal guardian of the action and the causes leading to the suspension.
 - A letter will be sent to the parent or guardian by the principal or assistant principal within one school day of the suspension requesting an opportunity for a conference.
 - Notice of suspension will be given to the Superintendent of Schools.
 - Following a conference with the principal or assistant principal, the student or the parents or guardian may request the Superintendent of Schools or his designee to review the decision. Such review will be completed and a written report will be issued to the student or parents' request.
 - Students and parents may request textbooks and homework for the duration of the suspension period.
 - Length of suspension will depend on the severity of the offense and the past disciplinary record of the student.
 - Please be advised that students under suspension are not allowed on school property before, during, or after school hours nor are they allowed to participate in or attend school sponsored social or athletic activities.
8. **Expulsion:** The principal may request of the Superintendent and School Committee the expulsion of a student when the principal believes the student's conduct endangers persons or property, is seriously disruptive of the educational process or is in violation of a publicized School Committee Policy. This is in accordance with South Kingstown School Committee [Policy 8305](#).

Notification of Policy: In some cases, due to the severity of the violation of school rules, regulations or policies, the notification of the police is mandatory.

Bicycles/SkateBoards

Bicycles must be parked in the bike racks and locked during the school day. **Helmets must be worn.** Skateboarding is not allowed on school property. If you do bring a skateboard to school it must be put in your locker. The school is not responsible for the loss or damage of bicycles or skateboards.

Bullying and Harassment (SK Policy [1231](#), [1230](#))

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools. *CCMS is committed to take immediate and appropriate action to investigate or otherwise determine what occurred.*

AT SCHOOL means:

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

Reporting

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

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

Serious Offenses:

Any behavior that creates a hostile environment for a student in school will not be tolerated. Immediate action will be taken. If the harassment is of a violent nature, immediately report the incident to an administrator, or teacher who will immediately notify an administrator. Please refer to School Committee Policy 1230 and 1231 for further details regarding Harassment, Bullying, Hazing and Dating Violence.

Cyber-Bullying

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

Social Networking

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

Anti - Bullying Prevention:

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending him or herself. We follow four anti-bullying rules:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that someone is being bullied, we will tell an adult at school and an adult at home.

Bussing

Bus Regulations

1. The bus driver is in full charge of the bus and all passengers must promptly obey the bus driver's directions and instructions.
2. Pupils shall ride their regularly assigned bus at all times, unless permission has been granted by the school authorities.
3. Except by written permission of school authorities and parents, no pupil shall be permitted to leave the bus except at his/her regular stop.

4. As a passenger management tool, each pupil may be assigned a seat in which he/she will be seated at all times while on the bus, unless permission to change the assigned seat is given by the school principal or bus driver.
5. Pupils should view the bus as an extension of the classroom, outside of ordinary conversation, classroom conduct must be observed on the school bus.
6. Pupils should assist in keeping the bus clean and by keeping their waste off the floor. Pupils should also refrain from throwing refuse out of the windows. To keep the bus clean, **EATING AND DRINKING ARE NOT ALLOWED.**
7. No person will smoke, light matches on a school bus or consume or possess any alcohol or controlled substance.
8. No person shall extend his/her head, hands, arms, or legs out of the windows, at any time regardless of whether the school bus is in motion or standing still.
9. No person shall open a window on the school bus without first getting the permission of the school bus driver.
10. Any student found to be in possession of a weapon, or involved in an aggravated assault on a school bus, as defined by policy 8320, Policy for Assault and Illegal Weapons Possession, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the school district will take the necessary steps in determining any additional action, reflecting the due process rights, which may include a range of options up to expulsion.
Aggravated assaults are assaults with a weapon, or causing serious bodily injury. Pupils must not have in their possession anything that may cause injury to another passenger, such as sticks, breakable containers, any type of firearm, straps, or pins extending from their clothing. No animal is permitted on a school bus, except dogs trained to aid the handicapped.
11. Passengers must see that books and personal belongings are kept out of the aisle. Special permission must be granted by the school authorities and the bus driver to transport large items.
12. No passenger shall talk to the bus driver more than necessary while the bus is in operation.
13. No passenger shall sit in the driver's seat, nor shall any pupil be transported while located left or right of the driver.
14. Pupils are to remain seated while the bus is in motion, and they are not to get off or on the bus until it has come to a full stop.
15. Pupils shall exit the bus in an orderly manner, and must obey all orders of the school bus driver. They must not cross the highway in front of the bus until given direction to do so by the school bus driver. When boarding or exiting the bus, passengers should remain in full view of the driver at all times.
16. Pupils must remain outside the danger zone and must cross the highway at least ten (10) feet in front of the school bus and never behind it.
17. Passengers must not stand or play in the roadway while waiting for the bus, and should arrive at the bus stop before the bus is due to arrive.
18. Self-discipline should be exercised by pupils at the bus loading area, both at school and the bus stop. Pupils should refrain from pushing and shoving other pupils while boarding or exiting the bus.
19. Pupils, who walk some distance along a street or highway to and from bus stops, where practicable, must walk on the left hand side facing oncoming traffic.
20. Student misconduct on a bus, after a written warning to the student and parent, by the school principal, will be sufficient reason to discontinue providing bus transportation to the student involved.
21. In the event of an actual emergency, emergency exit procedures, as established by the emergency exit drills, will be followed.
22. Parents of students damaging school buses will be responsible for proper reimbursement to the school bus contractor.
23. Passengers shall not throw any object in, at, or out of the school bus.

In accordance with the South Kingstown School Committee [Policy 8325](#) and the Motor Vehicle Code Act of Rhode Island, the following procedure shall be followed for matters pertaining to bus discipline:

- **First Offense** -A verbal reprimand
- **Second Offense** -A warning letter to parents

- **Third Offense** -Suspension of five (5) days of bus privileges
- **Fourth Offense** -Suspension for the remainder of the year

Late Bus

Late Busses run Tuesday and Wednesday. They are intended for students participating in after-school programs. Students may only board the late bus with a Late Bus Pass that they obtain when they participate in an authorized after-school activity. Students leaving school grounds may not ride the late bus. Inappropriate behavior on the late bus may result in suspension of late bus privileges

Cafeteria

Since lunchtime involves a large number of students in an informal atmosphere, it is imperative that each student takes responsibility for his/her own actions.

- Students should not share food.
- All students will be required to help clean up their table area on top and underneath **whether or not they were personally responsible for any remaining debris.**
- Students are to eat lunch in the cafeteria at the time assigned for their team or class.
- Students will remain seated at their table unless the student is purchasing food or throwing food away.
- Food is not allowed outside the cafeteria. The only drink allowed outside of the cafeteria is water.
- A student must have a pass to leave the cafeteria.

A peanut, egg, & seafood free table will be available for students with allergies. Any student bringing restricted food to the designated table will be subject to disciplinary action.

Food Service Information

http://skschools.net/parents/food_service_information

Free and reduced lunch applications for hot lunch are available in the main office and through the Food Service Link found above. Students may prepay in advance for lunches by cash (at the lunch register), online at My School Bucks (<https://www.myschoolbucks.com>) or by check (payable to South Kingstown Schools).

Students are not allowed to charge a la carte items, with the exception of milk, at any time.

Food Service Vendor will *mail and/or email* letters to the parent/guardian of students who have a negative balance of \$10.00 or more.

Cancellations/Emergencies/School Messenger

The South Kingstown School Department utilizes an automated telephone system, School Messenger. This phone system will also be used to notify you of early dismissal, school cancellations, and other events. Radio and television stations, and their corresponding websites, will also be used to notify parents and students of cancellations: Emergency closings after students have arrived at school will also be communicated through media and School Messenger. Parents should discuss with their child, in advance, any alternate destinations that they have arranged in the event that a parent/guardian would not be home for an early dismissal. It is important for families to keep their contact information, email and phone numbers, current to ensure you receive all school information.

Dress Code

I. PURPOSE

The purpose of the South Kingstown School District dress code is to maintain a safe learning environment where all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

1. Maintain a safe learning environment in classes where protective or clothing that supports the activity is needed
2. Allow students to wear clothing that expresses their self-identified gender
3. Allow students to wear religious attire, including any headwear, without fear of discipline or discrimination
4. Prevent students from wearing clothing that depicts, advertises, or advocates any offensive/violent acts or language

II. GUIDELINES

The South Kingstown School District dress code language applies to all students in grades PK-12.

- Students **MUST** wear
 - clothing on a top, bottom, and feet
 - clothing that covers undergarments – waistbands and bra straps excluded
 - opaque fabric that covers all private areas
 - clothing and footwear suitable for all scheduled activities including physical education, science labs, wood shop, and other activities where unique hazards exist as outlined in any supplemental dress codes
- Students **MUST NOT** wear
 - clothing that depicts, advertises, or advocates any discriminating, offensive, or violent acts, such as;
 - the use of alcohol, tobacco, marijuana, or other controlled substances
 - pornography, nudity, sexual acts, or obscene gestures
 - hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
 - gang affiliations
 - hats, hoods, or other headwear (with the exception of religious headwear or for health reasons)
 - at BRMS and CCMS only – backpacks and heavy jackets, as they are to be stored in lockers

III. ENFORCEMENT

To ensure effective and equitable enforcement of this dress code, the dress code must be enforced consistently adhering to the parameters outlined below. These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities.

Enforcement should be consistent with the school's overall discipline plan. Compliance with the dress code should be enforced consistently with comparable behavior and conduct violations. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the administration.

- The loss of class time should be kept to a minimum with the least impact on learning
- Students cannot be forced to wear clothing that is not theirs

- Parents/guardians should not be called during the day to bring alternative clothing unless requested by the student
- Discipline should not be given disproportionately based on gender, race, body size, body maturity
- Students should not be shamed or measured in front of the class for what they're wearing

Drugs/Alcohol/Tobacco

The use, sale, possession, or transfer of drugs, alcohol, and paraphernalia associated with substance abuse or the intent to do so is strictly forbidden. If a student is in possession or under the influence of drugs or alcohol, his/her parents and the police department will be notified. The student will be subject to suspension in accordance with South Kingstown School Committee Policy [8305](#) & [8310](#). The use and possession of all forms of tobacco products, electronic nicotine delivery system products, vaporizer devices (all) and related paraphernalia are strictly forbidden. There is no smoking inside or outside the building, before, during, or after school. Cigarettes observed in a student's possession will be confiscated. Violations of the above will result in parental contact and disciplinary action.

Electronic Devices

Rhode Island General Law 16-21.2-11 Devices prohibited. – Any student enrolled in any secondary or elementary school shall be prohibited from carrying, possessing or using a **paging device** of any kind or a **laser pointer** of any kind on school property, except with the written consent of the principal of the school in which the student is enrolled.

The use of cameras, video cameras and recording devices must have approval of classroom teachers. Inappropriate use of cameras, including cell phone cameras, and recording devices will result in disciplinary action. **The use of cell phones, including texting, during the school day is strictly prohibited. Headphones are prohibited unless approved by a classroom teacher for instructional purposes. Students are not allowed to wear earbuds in the common areas for safety.**

If a student needs to contact a parent/guardian during the school day, the student may use the office phone, at allowed times, or may request permission from administration to use their personal cell phone.

Inappropriate use of such devices will result in:

- First offense: The item will be confiscated and parents notified.
- Second offense: Will warrant a one hour after-school detention, item confiscated and must be picked up by a parent. The school is not responsible for the loss or damage of such items.

Confiscated devices will be held in the Main Office or in the Dean's Office until the conclusion of the school day.

Field Trips

Field trips are considered part of the curriculum and students are expected to participate. Under no circumstances should parents allow students to remain at home. If a student, with parent permission, elects not to participate, he/she must attend school. *Administration may determine eligibility criteria for participation on field trips.* Students who are not allowed to participate must also report to school that day. Students remaining at the school will receive appropriate assignments and arrangements will be made for their supervision. Any student who cannot afford to attend should inform a team teacher. Funds are available to cover these costs. Use of electronic devices including iPods and cell phones on a field trip will be at the discretion of the field trip leaders.

Grading Policy ([SC Policy 8400](#))

Purpose of SC Policy 8400

The School Committee is committed to maintaining rigorous performance and achievement standards for all students and to provide a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

The primary audiences for a grade are students and parents/guardians.

There are two aims for issuing a grade:

- To communicate student progress toward achieving academic course standards.
- To demonstrate a student's ability to apply learner qualities such as effort, perseverance and attendance.

Essence of the Policy

- Grading will be used to develop the talents of all students to pursue whatever post-secondary path to success they choose.
- Student achievement will be assessed as mastery of content separate from learner qualities.
- Project and practice work can be included in the content mastery grade only when it demonstrates mastery of a standard.
- There will be multiple opportunities for all students to demonstrate proficiency. Learning continues as long as the learner is engaged. Teachers will offer multiple re-teaching and re-do's of summative assessment.
- Since the intent of a grading system is to measure student mastery of content, on summative evaluations teachers shall either issue a grade or give an incomplete if the content is not yet mastered. There will be no zeros given as a grade of a summative evaluation as the intent is to measure concept mastery until proficiency is attained.
- The grading protocol will be uniform by grade level and discipline (letter grades will be used at middle and high school level & numerical grades will be used at the elementary level as is currently in practice).
- All students will be provided differentiated and extended learning opportunities.

Outcomes

- Grading and reporting practices will be fair and meaningful and support rigorous performance and achievement standards for all students.
- Grades will have consistent meaning throughout the school system and be based on grade level and course expectations as outlined in the curriculum.

Implementation

- The Superintendent will build an understanding with the Leadership Council of the core components as outlined in the policy and develop expectations for each level (elementary, middle and high school).
- Building principals will build an understanding of the policy with their faculty
- Building principals will oversee the implementation of the policy
- Educators will implement the core components as stated in the Essence of the Policy

Cross Reference to Other Policies & Documents

- Student Success and Achievement policy
- Homework policy

Reviews and Reporting

District staff will monitor fidelity to this policy annually and will provide updates to the school committee if changes are needed prior to a formal review.

This policy will be formally reviewed every two years.

Hall Pass

Students must sign out using our electronic hall pass system and have a classroom hall pass with them when traveling to specific destinations within the school building throughout the school day.

Information Technology Acceptable Use ([SC Policy 7205](#))

7205: Definitions

Network - all voice, video and data communication facilities, end-equipment and content.

Users - all students, all employees of the South Kingstown School Department, and all volunteers/guests.

Use of the Network

1. The use of the network must be in support of education, research, public service, and be consistent with the technology plan of the South Kingstown School department.
2. Any use of the Network to facilitate illegal activity is prohibited.
3. Any use of the Network for commercial or for-profit purposes is prohibited.
4. Any use of the Network for product advertisement or political lobbying is prohibited.
5. The use of the Network without permission of an authorized user is prohibited.
6. Any use of the Network to obtain copies of, or modify files, other data, or passwords belonging to other users, to misrepresent other users on the network is not allowed.
7. No use of the Network shall serve to disrupt intentionally the use of the network or others; hardware or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the Network to develop programs that harass others or infiltrate systems is prohibited.
9. Hate mail, harassment, discriminatory remarks, and other antisocial behavior are prohibited.
10. The illegal installation of copyrighted software for use on district computers is prohibited.
11. Use of the Network to access obscene or pornographic materials is prohibited.
12. Use of the Network to transmit materials that are known to be offensive or objectionable to recipients is prohibited.

Responsibility of Users

1. Users are responsible for using Network resources efficiently.
2. Users are responsible for the confidentiality of all assigned access codes.
3. Users are responsible for reporting all violations of privacy and security.
4. Users are responsible for all correspondence sent from their personal accounts.
5. Users are responsible for making only those contacts leading to some justifiable personal growth.
6. Users are responsible for verifying that transmitted material does not contain pornographic materials, inappropriate information, or text-encoded files that are potentially dangerous to the integrity of the hardware on school premises.

Failure by any user to follow the rules outlined in this policy may result in the loss of use of information technology resources and discipline as appropriate under the circumstances. Continued violations of this policy will subject the user to progressive discipline.

Students are expected to bring their school issued, fully charged laptops to school everyday.

Late to Class

Infrequent Offenders are to be handled by classroom teachers. **Chronic Cases**, student names will be submitted to the Dean's office for further action.

Lockers

Each student will be assigned a locker near the homeroom teacher. Lockers should be kept locked at all times; it is the responsibility of the student to protect books, clothing and personal belongings. **Items of significant value should not be brought to school. Curtis Corner Middle School is not responsible for lost or stolen property.** Students should not tell other students their lock combination. Broken/inoperable lockers should be reported for repair to the administration immediately. Student lockers remain the property of the school department and are thus subject to inspection if circumstances warrant. For safety reasons, only school locks are allowed on a student's locker unless permission of the administration is granted for extenuating circumstances.

Lost & Found

Lost books, materials, clothing and personal articles are to be brought to the main office. Articles of clothing will be placed in bins outside the Cafeteria. Please mark all your articles for identification. **Articles unclaimed after a reasonable amount of time will be donated to charitable organizations.**

MEDIA CENTER

Students are allowed to borrow up to two books or e-books at a time for two weeks. If, at the end of the loan period the student still needs the items, they may be renewed unless there are pending holds on it. Students with any overdue items will not be allowed to either borrow additional books or renew items until the overdue materials have been returned. During the time the book is out, the student is responsible for it. Should the student let the book out of his/her possession or allow these library materials to incur damage, the student is financially liable.

After School Library Use

- All students in the library must be engaged in academic work/studies only.
 - Computer use is restricted to schoolwork only.
 - Students must arrive in the library by 2:05 or bring a pass from a teacher.
 - Students taking the late bus must remain in the library until 3:00
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National Junior Honor Society

Curtis Corner Middle School obtained its first charter to establish a chapter of the National Junior Honors Society in October of 2003. Exceptional students who demonstrate the special qualities of scholarship, leadership, service, character, and citizenship may be eligible for nomination. Nomination information will be sent home with students in the Fall. Community service hours are one requirement and students are encouraged to begin their volunteer activities as soon as possible. Nominees who satisfy all requirements on time are eligible to participate in a traditional and formal induction ceremony in June of each year. Students inducted into the Honor Society are expected to maintain their academic standing to retain their membership status. For more information, please see the NJHS on the CCMS web page.

Nurse/Health Office

When ill during school hours, students will be issued a pass to the health office. No student is to go to the health office between classes without first reporting to the teacher of the next class period. The nurse will provide a pass to any student whom she has seen for good reason. **No student is to leave school for reasons of illness without first seeing the nurse, AND UNDER NO CIRCUMSTANCES SHOULD A STUDENT ARRANGE THEIR OWN DISMISSAL FOR REASONS OF ILLNESS.** If the nurse is not in, the ill student should report to the main office. According to Section 8.1 of the Rhode Island Rules and Regulations for School Health Programs, all grade 7 students are required to have a physical exam at the time of entry to 7th grade. This physical exam may be done 12 months prior to or 6 months after the start of school.

Beginning August 1, 2015 all students entering seventh (7th) grade shall be required to have at least 1 dose of the HPV series. In addition to all other elementary vaccination requirements: a single dose of Tdap vaccine shall be required, if it has been 5 years or more since the last dose of DTap, DT, or Td; 2 doses of measles, mumps and rubella vaccine, 3 doses of Hepatitis B Vaccine, 2 doses of Varicella Vaccine and 1 dose of Meningococcal Vaccine are required for 7th grade entry.

Beginning August 1, 2016 all students entering eighth (8th) grade shall be required to have at least two (2) doses of the HPV vaccine series.

Screenings performed at the middle school level include vision screening for all 7th graders and scoliosis screening for all 8th graders. Please be advised there is no medical supervision or services provided by the School Department for any routine bus services or after school activities. The only services available are the local Emergency Medical Services through the town.

Policy Regarding Medications

NO MEDICATION SHALL BE DISPENSED WITHOUT FOLLOWING THIS PROCEDURE.

- Parents/guardians are requested, whenever possible, to schedule the administration of medication outside of the normal school day.
- Students needing medication during the school day are required to bring the medication to the main office or nurse's office with a signed authorization.
- Both **prescription medication and non-prescription medications** will require a licensed health care provider's written order **and** a written parent authorization.
- Prescription medication shall be stored in their original pharmacy labeled containers.
- Non-prescription medication shall be stored in their manufacturer-labeled container only.
- No student shall have in his/her possession any medication while on school property unless it is authorized by his/her physician.
- All medication shall be dispensed by a School Nurse-Teacher. No lay person other than a parent or parent designee shall administer medication to a student in the school setting. This does not include inhalers (which may be self-administered if authorized by the licensed health care provider) or Epi-pens (which may be self-administered, administered by school personnel trained to administer the Epi-pen or, in the event that no trained personnel are available, any willing person may administer the Epi-pen to a medically identified student). In the event a School Nurse Teacher is not present when your child may incur an identified acute allergic reaction during the school day or on a field trip, his/her Epi-pen/Epi-pen Jr. will be administered by a trained adult. The 911 EMS system will also be initiated at this time. It is not possible to follow a medication administration order prescribing Benadryl prior to Epi-pen by anyone other than a School Nurse Teacher.
- In the event of an off-site school-sponsored activity, a child may self-medicate if the licensed health care provider, parent and school nurse-teacher **are in agreement**. And on the day of the field trip **one school day's supply** should be provided from home in its **original pharmacy-labeled container**. If this procedure is not followed the student will not be allowed to self-medicate on the off- site school-sponsored activity.

Please be advised that there is no medical supervision or services provided by the School Department for routine bus services or any after school activities. The only services available are the local Emergency Medical Services.

Publication of Student Images ([SC Policy 8225](#))

8225: The school district, through various media, publishes information to the community. This may include programs broadcast over local access cable television, internet web sites, and print. Material communicated to the public through these and other media may contain student images. This policy describes the manner in which student images may be published.

1. With the exception of the specific instances included in this policy, identified or featured images (identified or unidentified) of students shall not be published without the written consent of the student's parent(s) or guardian(s). An identified image publishes both the image and name of the student. Featured images are those that are in the forefront and remain visible for more than a moment.
 2. Exception: Where the school district publishes images of students at public events, such as School Committee meetings, concerts, athletic contests, graduation, etc., no consent is required.
 3. Exception: Where a publication is created by students as part of a school program of study and publication is limited to the school community (students, staff and families), no consent is required.
 4. Exception: Images may be published if they are incidental and unidentified. Incidental images are momentary and not featured.
-

Report Cards and Mid-term Reports

Report Cards are issued and sent home with the student quarterly. Progress reports are posted electronically in the Family Access of Skyward. Parents may request a conference by contacting the team leader or school counselor. All grades can be accessed through the online parent portal in Skyward.

Honor Roll Requirements

Curtis Corner Middle School has established criteria to recognize students' efforts and achievements.

- **HIGH HONORS-** All A's in all academic subjects and Unified Arts.
 - **HONORS-** A's and B's in all academic subjects and Unified Arts.
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Safety

The safety of our students is a very high priority. During school hours all doors are kept locked. All visitors to our school must stop at the main office. Visitors need to sign in at the main office and obtain a visitor's badge.

Fire Drills, Evacuations, & Lockdown Drills

Fire drills, evacuation drills and lockdown drills will be held periodically. Each student is expected to leave the building *quietly* and in an orderly manner. Each class will proceed with their teacher and form a quiet line away from the building to facilitate safety and the taking of attendance. Students will remain outside until the all-clear signal is given. Evacuation procedures and locations are to be posted in each classroom. The rules for all drills must be strictly followed for the safety of everyone. Teachers are responsible for ensuring the silence of students during all drills. Disciplinary action may result for any student who is disruptive during drills.

Skyward Family Access

Skyward Family Access is the web-based student information service South Kingstown Schools use that allows parents/guardians to view school-related information on their students. To access Skyward, go to the CCMS Website. Under the Parents tab, you will find Skyward. Keeping your account current with contact information is important. For user information, please follow the links online, under Skyward.

Student Information Forms

During the early part of the school year students will receive a student information form to be completed and returned to one of their team teachers. This form is very important as it tells us the person to contact in case of injury or illness. Please notify the school if any changes occur during the year, i.e., change of address, work phone number or person to contact in case of emergency. **No child will be released to anyone who is not listed on the student information form.** It is **absolutely essential** that the emergency telephone numbers are recorded on each student's information form in order to contact a parent, relative, or neighbor in case of an emergency. Work numbers must be included. Be sure that the person listed on the emergency card knows that he/she is listed and that he/she is generally available at the number listed during the school day. **No-Contact and Restraining Orders, with proper documentation, must be filed with the principal or assistant principal, as soon as they are in effect. Any changes to these orders must be reported in a timely manner.**

Student Record Confidentiality

The South Kingstown Schools maintain confidential personal information about students in order to provide appropriate services. In recognition of the confidential nature of student records School Committee Policy 8220 details parents' rights.

Summer Enrichment & Intervention Program

In an effort to promote academic excellence, Curtis Corner Middle School has established a summer enrichment and intervention program. Enrichment opportunities are offered to all students who are interested in developing skills in an identified content area or subject. Intervention programs may be suggested at the conclusion of the year, for students who have identified deficit areas in mathematics, reading, and/or writing and need remediation. Students can be recommended for this program by their teachers, administration, and/or school counselor.

Textbooks

Textbooks are the property of the School Department and are loaned to students. They become the student's personal responsibility. Students will be charged for any damage (or loss) to books that occur while in their use. Therefore, it is to the student's advantage to use book covers and report to the teacher the name of any student who is responsible for damage to your book. Notify your teacher immediately when a book is lost. A new book will be issued when payment is received in the office.

Theft

The taking of another's property without their permission will result in disciplinary action which may include restitution and a report filed with the South Kingstown Police Department.

Vandalism

Vandalism is addressed as a disciplinary violation and is outlined in Policy #8305. Deliberate destruction or defacing of school property of any kind may result in any of the following: alternative education placement, suspension, restitution, and referral to the police. Vandalism of personal property will also result in disciplinary action against the offending individual(s).

Non-Discrimination Transgender and Gender Expansive Policy ([SC Policy 1236](#))

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, at bust stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, parents/guardians and volunteers.

Definitions:

These definitions are provided to assist in understanding this policy and the legal obligations of the District. Students may or may not use these terms to describe themselves or their experiences.

Bullying: The use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that causes physical or emotional harm to the student or damage to the student's property; places the student in reasonable fear of physical or emotional harm or damage to the student's property, creates an intimidating, threatening, hostile, or abusive educational environment for the student; infringes on the rights of the student to participate in school activities; or materially and substantially disrupts the education process or the orderly operations of a school.

Harassment: Verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, gender identity or expression, age, disability, sexual orientation or religion when such conduct: (1) Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment; (2) Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or (3) Otherwise adversely affects an individual's learning opportunities.

Gender-Based Harassment: May include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex stereotyping. Thus, harassment of a student for failing to conform to stereotypical notions of masculinity and femininity constitutes sex discrimination. Gender-based harassment can rise to a violation of District policy and/or Title IX when such conduct denies or limits a student's ability to receive educational aid, benefits, services, or treatment; or when such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of substantially interfering with the student's ability to participate in or benefit from the school's program (i.e., creating an intimidating, hostile or offensive educational environment).

Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Identity: A person's deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person's identity. One's gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual's gender identity rests with the individual. Children typically begin to understand their own gender identity by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial development.

Gender Nonconforming: A term for people whose gender expression differs from stereotypical expectations. This includes people who identify outside traditional gender categories or identify as multiple genders. Other terms that can have similar meanings include gender diverse or gender expansive.

Sexual Orientation: A person's romantic and/or physical attraction to people of the same or opposite gender or other genders.

Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned gender at birth.

Transition: The process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

Sex Assigned at Birth or Assigned Sex: Refers to the gender designation listed on one's original birth certificate.

Sex-Specific Facilities: Refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Family Educational Rights and Privacy Act (FERPA): A federal law that protects the privacy of student education records.

Title IX of the Education Amendments of 1972 (Title IX): A federal law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. The U.S. Department of Education and the U.S. Department of Justice treat a student's gender identity as the student's sex for purposes of compliance with Title IX and its implementing regulations.

Guidelines and Implementation Strategies:

The School Department will implement the Nondiscrimination-Transgender policy by taking the following steps:

1. Bullying, Harassment, and Discrimination

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression will be taken seriously and handled in a manner consistent with School Committee policies, and local, state, and federal law.

1. Privacy and Confidentiality

Protecting transgender students' privacy is critical to ensuring they are treated consistent with their gender identity. Failing to take reasonable steps to protect students' privacy related to their transgender status, including their birth name or sex assigned at birth, may be a violation of Title IX when a school limits students' educational rights or opportunities. Additionally, nonconsensual disclosure of personally identifiable information, such as a student's birth name or sex assigned at birth, could be harmful to or invade the privacy of transgender students and may also violate the Family Educational Rights and Privacy Act (FERPA). Information about a student, including assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, may constitute confidential medical information protected under Rhode Island Gen. Laws § 5-37.3-1 et seq. District staff may not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including, but not limited to, parents, students, volunteers, or other district staff, unless legally required to do so, or unless the student has explicitly authorized such disclosure. When contacting the parent or guardian of a student who is transgender or gender non-conforming, District staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth, unless the student, parent, or guardian has specified otherwise.

1. Names and Pronouns

Students have the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and students need not change their official records. District staff should privately ask transgender or gender expansive students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's guardian.

1. Student Records

To the extent the District is legally required to maintain a permanent student record that includes a student's legal name and legal gender, such records shall be kept in a separate, confidential file. The District will make every effort to use the name and gender preferred by the student on school IDs, classroom rosters, certificates, programs, announcements, communications, team and academic rosters, diplomas, the yearbook and other site-generated unofficial records and documents. Additionally, the District's student information system shall note a student's preferred name and pronouns. The District will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order, or through amendment of state or federally-issued identification. In situations where District staff are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, administration and school staff shall adopt practices to avoid the inadvertent disclosure of such confidential information.

1. Gender-Segregated Facilities

All students shall have access to restrooms, locker rooms, changing facilities, or overnight facilities that correspond to their gender identity. Any student who is uncomfortable using a shared, gender-segregated facility, regardless of the reason, shall, upon the student's request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition or curtain, provision to use a nearby private restroom or office, or a separate changing schedule. However, no student shall be required to use an alternative restroom or changing facility because they are transgender or gender expansive. Under no circumstance should any student be required to use sex-segregated facilities that are inconsistent with their gender identity. The District shall designate single-occupant school facilities as accessible to all students regardless of gender. However, under no circumstances may a student be required to use separate facilities because they are transgender or gender nonconforming. The District will work to incorporate single-user facilities and greater privacy into new construction or renovation, and to assess ways to increase privacy for all students in existing facilities.

1. Physical Education Classes and Intramural and Interscholastic Athletics

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Regarding interscholastic sports teams, the District will follow the Rhode Island Interscholastic League's (RIIL) rules pertaining to participation consistent with gender identity. Article 1, Section 22 of the RIIL Rules and Regulations states that all students should have the opportunity

to participate in RIIL activities in a manner consistent with their gender identity, and provides a framework for gender identity eligibility appeals.

1. Dress Codes/School Uniform Policies

Any dress code or uniform policy shall be gender-neutral. Schools cannot enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity, within the parameters of the dress code.

1. Other Gender-Based Activities, Rules, Policies and Practices

The District will evaluate all gender-based activities, rules, policies, and practices—including but not limited to classroom activities, school ceremonies, field trips, and school photos—and maintain only those that have a clear and sound pedagogical purpose. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

1. Student Transitions

Each school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized according to their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school shall customize support to optimize each student's equal access to the District's educational programs and activities. Generally, notifying a student's parent/guardian about their gender identity, expression, or transition, is unnecessary. In some cases, notifying parents/guardians carries risks for the student, such as family rejection or physical abuse. Prior to notification of any parent/guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parent/guardian will be involved in the process and must consider the health, well-being, and safety of the transitioning student. Upon notification by a student, parent/guardian, or representative that a student is undertaking, planning to undergo, or has completed a gender transition, the school will promptly inform the notifying individual and the student of the right to request a support team, consisting of appropriate school staff such as the school principal or designee, counselor, social worker and teacher(s), and members of the school point team. When a student transitions during the school year, the school team shall hold a meeting with the student and parents/guardians, if they are involved in the process, to ascertain their desires and concerns. The school team should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, District staff shall train school administrators and any educators who interact daily with the student on the transition plan, timelines for transitions, and any relevant legal requirements.

Training, Oversight, and Communications

1. Transgender and Gender Expansive Student Point Teams

Each school shall form a point team that will serve as a visible resource for all students who have questions and concerns regarding any issues related to gender identity and expression. The point team shall also be a resource for any questions regarding the Transgender and Gender Expansive Students policy. The point team will receive specialized training in the policy and resources available. The point team should be comprised of individuals throughout different areas of the school community including but not limited to: teachers, administrators, social workers, counselors, parent advocates, security, health and physical education staff, or other support staff.

1. Training and Professional Development.

The District shall ensure that training is provided for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, security and health and physical education staff. Information regarding this policy shall be incorporated into training for new school employees. The District shall implement ongoing professional development to build the skills of all staff members to prevent, identify, and respond to bullying, harassment and discrimination. The content of such professional development shall include but not be limited to:

- Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents.
 - Developmentally appropriate strategies for communication with students and parents/guardians about issues related to gender identity and gender expression that protect student privacy.
 - Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyber bullying.
 - District policies, and local, state and federal laws regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.
 - Experiences of transgender and other gender nonconforming students.
 - Gender-neutral language and practices.
 - Data regarding risks for transgender and gender nonconforming students, and the positive impact of nondiscrimination policies on school climate.
1. Publication and Media Communications

The Transgender and Gender Expansive Student Policy shall be distributed annually, and shall be posted on the District's website. A summary of the policy shall be included in the Code of Student Conduct. The District and individual schools shall make consistent efforts to ensure the visibility and accessibility of this policy for students, parents, and staff.

Only the Superintendent, Pupil Personnel Director or their designee shall communicate to representatives of the media regarding matters of student gender identity or expression. District staff shall direct the media to the Superintendent or designee. In communicating with the news media, parents/guardians and the community, protecting the privacy of transgender and gender expansive students shall be the top priority for the spokesperson and staff.

Legal Reference

20 U.S.C. §§ 1681–1688; 34 C.F.R. Pt. 106; 28 C.F.R. Pt. 54 (Title IX of the Education Amendments of 1972 and implementing regulations); 20 U.S.C. § 1232g; 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act- FERPA); RIGL § 16-21-33 (Safe Schools Act); RIGL §5-37.3-1 et seq. (Confidentiality of Health Care Information Act); RIGL § 11-24-3 (Full and equal accommodations-nondiscrimination).

Anti-Racism, Anti-Discrimination, and Anti-Harassment Policy ([SC Policy 1261](#))

ANTI-RACISM, ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

GOALS:

- Eliminate all forms of racism, discrimination and harassment in South Kingstown School Department (“District”) policies and practices;
- Promote equity of opportunity for all students, staff, and administration in the District;
- Promote positive relations among people of different identities.

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- Philosophy (1-2)
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- Policy Regulations (4-8): Policy Communication (4-5), Leadership & Administration (5-6), Curriculum & Instruction (6-7), Training (7), Policy Enforcement (7-8)
- Reporting (8-9)
- Investigation (9)
- Reporting to Outside Agencies (12)

PURPOSE:

The purpose of this policy is for the South Kingstown School District to be an actively anti-racist and anti-discriminatory school district with the ultimate goal of eliminating all forms of racism, discrimination and harassment from the South Kingstown School District in conjunction with related school policies.

The policy ensures compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Executive Order 11246, the Equal Pay Act, the Age Discrimination in Employment Act, the Americans with Disabilities Act and related Rhode Island General Laws, Executive Orders and regulations and mandates adopted and issued by the Rhode Island Department of Elementary and Secondary Education.

This policy does not address requests for accommodations by students under Section 504 of the Rehabilitation Act of 1973, which requests are addressed in a separate policy.

This policy does not apply to compliance with Title IX of the Education Amendments of 1972, which shall be addressed in a separate policy.

PHILOSOPHY:

Personal and institutional racism and other forms of discrimination and harrassment against protected classes have historically existed and continue to exist in South Kingstown. Combating racism and other forms of discrimination in South Kingstown schools is a legal and moral imperative. In the District, there are significant disparities between racial groups in student academic performance, achievement, and participation in academic programs. These include disparities in academic guidance and course selection, graduation rates, Advanced Placement selection, special education identification, standardized test scores, and suspension rates. Disparities also exist between the racial demographics of the students in the district and the staff the district hires. These equity gaps exist because of inequitable access to opportunities that have significant intergenerational effects and perpetuate economic, social, and educational inequity. Racial inequities were created over time and can be eliminated. Similarly, discrimination on the basis of gender identity, sexual orientation, ability and other forms of discrimination have been perpetuated over time and manifest differently for different individuals. One form of discrimination often overlaps with other forms of prohibited discrimination and the compounded discrimination can be significantly greater than the sum of its parts. Personal prejudice is learned and can be unlearned. Educators play a vital role in reducing racism and all forms of discrimination and inequity by recognizing the manifestations of racism and discrimination, creating culturally, gender and ability inclusive learning and working environments, and dismantling educational systems that directly or indirectly perpetuate racism, gender bias, ableism and privilege through teaching, policy, behavior patterns and practice.

I. DEFINITIONS

A. The following definitions are provided to assist in understanding this policy and the legal obligations of the South Kingstown School Department:

- 1. Antiracism: The practice of continually identifying, challenging, and changing the values, structures, beliefs, and behavior patterns that perpetuate interpersonal and systemic racism.**
- 2. Racism: The systemic oppression of a racial group to the social, economic, and political advantage of another.**
- 3. Harassment: Unwelcome verbal, written or physical conduct directed at a person based on their race or color, religion, gender expression, abilities or status as a member of a protected class (i.e. These groups include men and women on the basis of sex; any group which shares a common race, religion, color, or national origin; people over 40; and people with physical or mental handicaps), including slurs or insults, graffiti or symbols, hostile acts, nicknames, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.**
- 4. Bullying: Unlawful harassment on the basis of any protected characteristic is not the same as “bullying,” although conduct that is “bullying” can constitute unlawful harassment, and vice-versa. The Committee has a separate policy on bullying. Generally, bullying can, but need not be, based on race, color, religion, gender, national or ethnic origin, age, disability, sexual orientation, gender identity or gender expression. It means the use by one or more students of a written, verbal, or electronic expression, or physical**

act or gesture, or any combination thereof directed at another student that causes physical or emotional harm to the student or damage to the student's property; places the student in reasonable fear of harm to themselves, or of damage to their property; creates an intimidating, threatening, hostile, or abusive educational environment for the student; infringes on the rights of the student to participate in school activities; or materially and substantially disrupts the education process or the orderly operation of a school.

5. Cyber racism: Racism which occurs in the cyber world. This includes racism which occurs on the internet such as racist websites, images, blogs, videos and online comments as well as racist comments, images or language in text messages, emails or on social networking sites.

6. Interpersonal racism: Pre-judgment, bias, or discrimination by an individual toward another individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

7. Institutional racism: Occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often produce inequitable outcomes for students who identify as BIPOC (Black, Indigenous, and People of Color) and advantages for white people.

8. Culture: The customs, traditions, language, beliefs, arts, social institutions, values, and achievements of a racial, religious, or other groups within a community, nation, and/or people.

9. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same as or different from the gender assigned at birth.

10. Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

11. Transgender: Describes a person whose gender identity or expression is different from that traditionally associated with assigned sex at birth.

12. Gender Non-Conforming or Non-Binary: A term used to describe people whose gender expression differs from stereotypic expectations. This includes people who identify outside traditional gender categories or identify as both genders.

13. Sexual Orientation: Refers to a person's romantic or sexual attraction to people of the same or opposite or multiple sexes.

14. Discrimination: Pre-judgment, bias, or unjust acts based on race, ethnicity, immigrant status, gender and gender identity, religion, age, and different abilities.

15. Restorative Justice/Reconciliation: A method used to repair the harm and trauma caused by an event or act that is damaging due to its racist and/or discriminatory intent,

and to reconcile the relationships of the individuals involved to one of civility. The intended outcome is to promote healing within the school community and beyond.

16. Structural (or systemic) racism: Encompasses the history and current reality of institutional racism across all institutions and society. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color and the values we uphold in South Kingstown.

17. Complainant: A student, parent/guardian and/or district employee who is alleged to be the victim of conduct that could constitute racism, discrimination and/or harassment against a member of a protected class.

18. Respondent: An individual who is a current or former student or current employee and who has been reported to be the perpetrator of conduct that could constitute racism, discrimination and/or harassment against a member of a protected class.

19. Microaggressions: Everyday verbal, nonverbal, and environmental slights, snubs, insults, whether intentional or unintentional, that communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership.

II. POLICY REGULATIONS:

These regulations are designed to dismantle the interpersonal, institutional, and structural racism that exists in the District. The South Kingstown School Committee (“School Committee”) directs the following action:

III. POLICY COMMUNICATION & SHARED RESPONSIBILITIES

A. It shall be made clear to all employees of the District that racism and discrimination includes, but is not limited to: racially-motivated comments, microaggressions, slurs, jokes, pictures, objects, threats, physical assaults, and/or intimidation. It also includes institutionally or culturally racist policies, practices, and norms, unequal application of policies based on race, and unequal or biased treatment based on race. This includes behaviors, actions, or systems that may not be intended to be racist but harm people of color, as well as intentional racial harassment or discrimination.

Each member of the educational community is personally responsible for ensuring that their conduct does not in any way harass or discriminate against any other person that they have contact with in the performance of their duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment that they witness and to immediately report to the building Principal instances of discrimination, including harassment that are reported to them, they observe, or of which they otherwise learn.

B. Each school in the District shall post a public statement against racism, discrimination, and harassment in a location visible to students, staff, and visitors entering the school. The District

shall also post a public statement in high-traffic locations at its main office and on the District's website. The public statement shall read: "South Kingstown Public Schools are committed to establishing and sustaining an equitable community that achieves the District's mission. The South Kingstown School district leadership and School Committee reject all forms of racism, discrimination, and harassment as destructive to the District's mission, vision, values, and goals."

C. The District shall establish a student organization at the middle school and high school to promote equity, diversity, and cultural empowerment, and for these students to serve as leaders and spokespersons within their schools and school district.

D. The District's Anti-Racism, Anti-Discrimination and Anti-Harassment Policy shall be included in student handbooks provided to students and families.

E. The School Committee shall take necessary steps, in cooperation with all unions representing employees of the District, to ensure that the Anti-Racism Policy, Anti-Discrimination and Anti-Harassment Policy will be included in the various Collective Bargaining Agreements between the District and each union.

F. The School Committee shall also ensure that the Anti-Racism, Anti-Discrimination and Anti-Harassment Policy is provided to the School Resource Officer (SRO) program administered through the South Kingstown Police Department's Juvenile Division.

G. This policy shall be translated into the preferred language of all families in the District and be made available for families who speak those languages.

IV. LEADERSHIP AND ADMINISTRATION

A. The District shall address systemic racism as follows:

1. Develop and conduct a systemic Equity Needs Assessment ("Assessment") for the District to identify policies and practices that cause or contribute to inequitable outcomes. The Assessment shall be done by an outside entity and shall include an inventory of what equity-related data is currently collected by the District. Following the Assessment, strategies shall be developed and implemented to address the identified issues.

2. Address disparities in course participation (including AP/Honors participation):

a. All school staff making class/course recommendations shall provide a written or electronic explanation for the recommendation to students and/or families.

b. School counselors shall be responsible for educating all students and families as equitable partners in the selection process and course sequencing.

c. Middle and High Schools will offer opportunities for supplementary coursework, such as summer bridge programs or tutoring during or after school, to students interested in moving to higher level courses.

3. The District shall implement strategies (such as Kingian non- violence training, trauma-informed techniques, de-escalation techniques, etc.) for conflict reconciliation and restorative justice as non-punitive methods to reduce and eventually eliminate racial disparities in discipline and suspension.

a. To ensure consistency in student discipline, each school shall collect and, at least annually, report data on the South Kingstown dashboard about all disciplinary actions. The data shall include, to the extent possible under the law, the student’s race/ethnicity, gender, gender identity, sexual orientation if known and disclosed by student, socio- economic status, special education, and English Language/ Multilingual Learner status, as well as a written explanation of the behavior leading to discipline and the specific corrective action taken. Each report shall comply with any and all federal and state laws and/or regulations, including the Individuals with Disabilities Education Act (“IDEA”), the Family Education Rights and Privacy Act (“FERPA”) and any other applicable privacy laws or regulations.

b. When school administrators determine a school community member has committed a racist or discriminatory act, that person shall be provided the opportunity to learn about the impact of the actions on others through practices as restorative justice, mediation, role play or other explicit policies or training resources, such as Kingian Nonviolence, conducted by trained personnel.

c. The district shall organize a standing social justice and equity committee/advisory group with representation at each school. This committee, consisting of students, faculty/staff, and stakeholders will recommend in-school cultural appreciation experiences for students and faculty, including but not limited to: educational opportunities such as assemblies, exhibits, guest speakers, field trips, etc. In addition, this committee shall recommend to the District what the needs are for each of the schools based on input from key stakeholders.

d. Each school will present this policy to the student body on the first day of school, demonstrating its high priority and setting the tone for the school year.

V. CURRICULUM AND INSTRUCTION

A. Recruiting, hiring and retaining teachers, staff, administrators, and coaches who identify as BIPOC, in addition to other underrepresented populations, shall be one of the District’s top priorities. Representative members of the BIPOC community, and other underrepresented populations, shall be invited to serve on the hiring committee for all new employees.

B. Curriculum and instructional materials for all grades shall reflect cultural and racial diversity and include a range of perspectives, identities, and experiences, particularly those of historically underrepresented groups of color.

C. All curriculum shall be examined for racial, cultural and other discriminatory bias against a protected class by the District’s Director of Curriculum. The District shall revise the present

curriculum to reflect an antiracist/culturally empowered, anti-discriminatory lens and shall provide additional supplemental educational resources for students at every grade level.

D. Where materials reflect racial, cultural or other discriminatory bias against a protected class, teachers utilizing the materials will acknowledge the bias and communicate it to students and parents. The teacher will then seek other materials that have been approved by the District.

E. Student in-class and extra-curricular programs and activities shall be designed to provide opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity. The District shall support inter-school activities that will allow students to experience diversity (e.g. sharing a guest speaker, collaboration between student organizations, etc.).

VI. TRAINING

A. All School Committee members, administration, faculty, and staff shall be required to participate in training related to this this Anti-Racism, Anti- Discrimination and Anti-Harassment Policy on an annual basis.

B. All teachers, administrators and School Resource Officers shall be trained in implicit bias, cultural awareness and/or culturally responsive teaching practices. Culturally responsive, and anti-discriminatory, teaching practices shall be incorporated into teacher and administration evaluations, to the extent allowable through potentially required negotiations with the Union and approval by the Rhode Island Department of Education. Training should occur annually and shall be on-going.

C. All staff, including SROs, shall be engaged in on-going training such as Kingian nonviolence (i.e. workshops, and/or professional development), antiracism and anti-discrimination practices, antibias, cultural empowerment, trauma-infomed practices, conflict-resolution and de- escalation techniques and how each can produce equitable practices and outcomes.

D. This policy will be presented to the South Kingstown teachers and staff during the first staff meeting of the year by the building administration.

VII. POLICY ENFORCEMENT

A. School administrators at each school shall be responsible for collecting, reviewing and providing an annual report to the School Committee on data regarding racial disparities in areas including, but not limited to: student achievement, attendance, suspension/discipline, graduation rates, and Advanced Placement identification. The report shall also include evidence of growth in each area outlined by the Anti-racism, Anti-Discrimination and Anti-Harrasment Policy (i.e., communication, leadership and administration, curriculum and instruction). The written reports shall be made available to the public, to the student cultural empowerment group, and to school equity teams.

B. A report of each school’s compliance with this Policy shall be posted on the District website on an annual basis. The report shall include the number of reported incidents, type of incidents (student to student, staff to staff, student to staff, etc.), resulting actions and documentation of educational efforts. Each report shall comply with any and all federal and state laws and/or regulations, including the Individuals with Disabilities Education Act (“IDEA”), the Family Education Rights and Privacy Act (“FERPA”) and any other applicable privacy laws or regulations. In addition, data on staffing (hiring, number of positions, demographic make-up) and action towards goal attainment (recruitment and retention of a more diverse workforce, including TAs and student teachers) shall also be reported.

C. The Superintendent and School Committee shall be responsible for implementation and evaluation of district strategies for implementation of this Policy. Resources shall be set aside in the School District budget to allow for implementation of the Policy.

VIII. REPORTING

A. Foundational Principles

- 1. The South Kingstown School District encourages all members of the school community to attempt to resolve complaints and concerns through the District. All complaints shall be treated fairly and consistently, as confidential as possible, and resolved as speedily as possible.**
- 2. Any member of the school community who raises an issue of racism, discrimination or harrasment in good faith shall not be victimized, retaliated against or otherwise treated unfairly. All complaints of victimization or retaliation shall be taken seriously, investigated, and acted upon as quickly as possible.**
- 3. Every student and staff member in the South Kingstown School District should feel welcome, supported and emotionally and physically secure at school. The well-being of all students and employees are a priority for the District. The District understands that students and professionals cannot achieve their full potential if someone is treating them unfairly, discriminating against them, vilifying, harassing or victimizing them.**
- 4. Anti-harassment investigation procedures, as contained in subsection VII, exist to provide an avenue to address unacceptable behavior and are designed to explain what to do if a student/employee believes they have been discriminated against. The District shall treat all reports fairly, confidentially and quickly. All complaints will be fully investigated and appropriate action will be taken to resolve the issue.**
- 5. Any member of South Kingstown is encouraged to report incidents or allegations of incidents which violate the Anti- Racism, Anti-Discrimination and Anti-Harassment Policy and shall be assisted in the reporting by school staff.**

B. Reporting Procedure

1. The District shall ensure there are various, including anonymous, means for students and staff to report racism and other forms of discrimination. When possible, complainants shall be encouraged to use names, so that a thorough investigation may be completed.
2. An online reporting form shall be made available on the District's website and each District school's website, for reporting violations of this Policy. This online form may be utilized by both students, parents/guardians, and employees. ([Link to online reporting form](#)).
3. Student and parents/guardians may also report an alleged violation of the Anti-Racism, Anti-Discrimination and Anti- Harassment Policy to any District employee. Any District employee who has knowledge of an incident or allegation of incident which violates the Anti-Racism, Anti-Discrimination and Anti-Harassment Policy is required to report it to the appropriate School District personnel (Superintendent, building level leaders and Human Resources), pursuant to the Investigation procedure, immediately.
4. District employees shall report alleged violations of the Anti- Racism, Anti-Discrimination and Anti-Harassment Policy through the online portal or to their building principal or, if the reporter is not located at a school or they feel that the building principal has a conflict of interest, to the appropriate School District personnel (Superintendent and Human Resources).
5. The District shall take any and all necessary mitigating measures to protect and keep reporting students safe after the reporting of a violation of this policy, including the use of safety plans and No Contact Orders.

IX. INVESTIGATION

A. Any SKSD affiliated student, parent/guardian or professional who believes that they have been subjected to a violation of this policy is encouraged to avail themselves of the District's resolution procedures, as described below. However, the District is obligated to respond to any notice of unlawful discrimination, even if that notice is provided outside the complaint procedures described below. Any complainant may elect to bypass the District's complaint procedures and file a complaint directly with one of the agencies listed below (see timeframe requirements for each agency). The District will strive to respect the confidentiality and privacy of those involved to the extent feasible. Retaliation against anyone who makes use of the complaint procedures below, or against anyone who participates in an investigation, is prohibited and will not be tolerated.

B. Informal Resolution Procedure

1. Employees and third parties may initiate the informal resolution procedure by notifying their immediate supervisor and/or a union representative of their complaint.
2. Students may initiate the informal resolution procedure by notifying the school principal or an adult of their choice of their complaint as detailed above.
3. The informal procedure can also be initiated by using the online reporting tool and/or communicating the complaint verbally.

4. The informal resolution procedure is intended to encourage communication and a resolution between the parties involved, through a trained mediator, who will facilitate a mutual understanding that will prevent a recurrence of such behavior. Any complainant may elect to bypass the informal resolution procedure and initiate the formal resolution procedure below.

C. Formal Resolution Procedure

1. Any employee, student or third party may submit a formal complaint alleging a violation of the District's Anti-Racism, Anti- Discrimination and Anti-Harassment policy. A formal complaint may be made through a written statement or by using the online reporting tool which shall set forth a statement of the facts describing the problem or action alleged to be discriminatory or racist and the specific remedy sought. Alternatively, oral complaints may be communicated to any District employee, and if needed, the District will assist complainants in transcribing their oral complaints into written statements. There is no statute of limitations when filing a report at the district level.

2. Formal complaints regarding students and/or building level staff shall be investigated by the school principal and shall be immediately reported to the superintendent. In the event that, after consultation with the superintendent, it is determined that the principal has a conflict or the scope and/or subject of the investigation requires a designee, the Superintendent shall investigate the complaint or designate an investigator.

3. Formal complaints regarding central office employees shall be investigated by the Director of the Department in which the complainant works and shall be immediately reported to the superintendent. In the event that, after consultation with the superintendent, it is determined that the director has a conflict or the scope and/or subject of the investigation requires a designee, the Superintendent shall investigate the complaint or designate an investigator.

4. The designated investigator shall conduct a prompt, reliable, impartial, and thorough investigation of the complaint. The investigation will afford all interested parties an opportunity to present witnesses and submit other evidence relevant to the complaint directly to the investigator. The Superintendent will maintain the files and records of the District relating to all such complaints.

D. Determination

1. The District shall issue a written report (“Report”) not to exceed 30 working days after the filing of the complaint. Under certain circumstances, such as delay occasioned by vacation periods or the complexity of the investigation, the District may extend this timeframe and will notify parties of the extension.

2. The Report should include background information, findings that resulted from the investigation, a proposed resolution and the rationale for any such resolution. To the extent

possible, student and employee names and personally identifiable information shall be redacted from the Report.

3. Within a reasonable time after the Report is finalized, the School Principal, Director or Superintendent shall issue a written decision in which they revise (in full or in part), and/or confirm the Report (in full or in part). This written decision by the Superintendent (“Decision”) shall be sent to the complainant and respondent.

E. Appeals

1. Both parties shall have the right to an appeal from a determination regarding responsibility contained in the Report.

2. The School Committee shall serve as the decision-maker for any appeal that is taken, according to the following procedure:

a. If either party wishes to appeal from a written determination of responsibility, they must file a notice of appeal with the Title IX Coordinator within thirty (30) days from the date that the School District provided said written determination.

b. The District shall notify the other party in writing when an appeal is filed. Each party will then have ten days to submit a written statement in support of, or challenging, the outcome.

c. Following this ten-day period, the School Committee will take up the matter in executive session at its next business meeting.

d. The School Committee shall issue a written decision describing the result of the appeal and the rationale for the result and provide it to both parties simultaneously.

X. MONITORING

The District, as well as each individual school shall monitor how complaints are resolved and of the well-being of those involved. Further action will be taken if the racist, discriminatory and/or harassing behavior continues.

XI. REPORTING TO OUTSIDE AGENCIES

A. Even though the District encourages all members of the school community to attempt to resolve complaints and concerns through the District if possible, it recognizes the right to seek help from outside the District.

B. The availability and use of this complaint resolution procedure does not prevent a person from filing a complaint of discrimination with the following agencies:

Rhode Island Commission for Human Rights
180 Westminster Street, 3rd Floor

Providence, RI 02903

(401) 222-2661

File with EEOC within 180 days from the date of the alleged harm

Equal Employment Opportunity Commission (EEOC)

John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

1-800-669-4000

File with EEOC within 180 days from the date of the alleged harm

Office for Civil Rights

United States Department of Education

5 Post Office Square Boston, MA 02109

(617) 289-0111

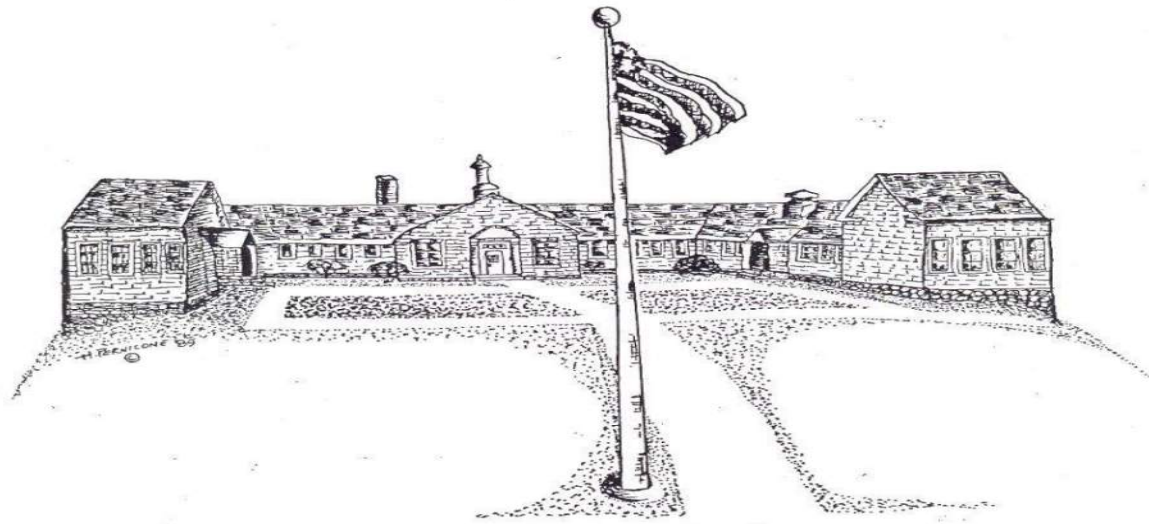
Exhibit 08

Peace Dale ES Parent Handbook



PEACE DALE ELEMENTARY SCHOOL

2021-2022 Parent Handbook



*Peace Dale School
Peace Dale, Rhode Island*

109 Kersey Road, Peace Dale, Rhode Island 02879

Phone: (401)360-1600

Fax: (401)360-1601

Website: pdschools.net

HISTORY OF PEACE DALE ELEMENTARY SCHOOL

The first Peace Dale Elementary School, built in 1854, was a one-room building. The school was built on land donated by Isaac Peace Hazard in 1922. Thirty thousand dollars, which was appropriated by the town, along with additional contributions from the Hazard family, allowed for the construction of a new school.

The brick building with slate roof consisted of two wings facing a courtyard, connected at the north by an assembly hall. The west wing had five rooms and housed older students, while younger children studied in the four rooms of the east wing.

The school library and cafeteria were located in the basement below the west wing. This building was dedicated on Saturday, September 8, 1923.

Peace Dale Elementary School has since undergone major additions; however the original facade, including brick exterior and slate roof, remain intact. The school presently has a full size gymnasium, a centrally located media center, a computer lab, and thirty classrooms. The school has the potential of accommodating 625 students with approximately 430 children presently enrolled.

Although this once little schoolhouse has undergone significant alterations, the spirit of enthusiasm and commitment for learning and teaching remains intact. Peace Dale Elementary School continues to strive to reach each and every child that walks through its doors.

WELCOME to PEACE DALE ELEMENTARY SCHOOL

Parental involvement is always welcomed at PEACE DALE ELEMENTARY SCHOOL. We have designed our program of study with your child in mind. STUDENT success is most important to us. We are proud of our reputation and *best teaching practices*.

VISION STATEMENT

Graduates of Peace Dale Elementary School are inspired, curious and self-directed learners that are caring citizens, able to use a growth mindset to make positive changes in their lives and the lives of others.

MISSION STATEMENT

The mission of PDES is to support our diverse learning community to ensure that all members achieve the highest level of personal and academic growth in order to lead fulfilling and productive lives.

SOME SCHOOLS ARE FORTUNATE TO HAVE AN ENTIRE TEAM OF OUTSTANDING EDUCATORS. WE AT PEACE DALE ELEMENTARY FEEL THAT WE HAVE SUCH A TEAM. OUR FACULTY, SPECIALISTS, TEACHER ASSISTANTS, AND STAFF ARE SUPPORTIVE OF OUR CHILDREN. ALL MAINTAIN A POSITIVE OUTLOOK, COMMIT TOWARD ATTAINING GOALS, AND DISPLAY ENTHUSIASM ABOUT THEIR WORK.

PDES- Preparing, Developing, and Educating **all Students**

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Dear Peace Dale Families,

Welcome to the 2021-2022 school year! I would like to extend a special welcome to all of our new families joining the PDES community this year. You are now truly part of a special learning community and we look forward to creating treasured memories with your family!

We are excited and energized to get back to school and look forward to all the fun & engaging learning experiences that await our students this new school year! We are committed to providing a nurturing and caring environment for all students, so they feel safe to take intellectual risks and feel empowered to grow and succeed!

This year, back to school experiences will be unparalleled due to Covid-19 and procedures and protocols for Peace Dale Elementary School will look much different to ensure the health and safety of our entire learning community. Please take some time to read & share this handbook with your child, as its intent is to communicate our clear expectations, rules and procedures to all community members, so that we can elevate teaching and learning practices and ensure all students thrive and achieve academic success.

Safety will always be a number one priority here at PDES. Please understand that policies, protocols and procedures are in place to keep students safe and allow us to focus on teaching and learning. Our reopening plans follow school policy and are aligned to guidance provided by RIDE, RIDOH, and the CDC.
***** Please read all sections carefully and be sure to reach out with any questions or concerns.**

We are looking forward to continuing a strong partnership with you to support our students and help them achieve at their highest potential. We appreciate this powerful home-school connection and your flexibility, as we embark on another new school year together!

Yours respectfully,

Kim Komocar
Principal, Peace Dale Elementary School

Twitter: [@kimberlykomocar](https://twitter.com/kimberlykomocar)

STAFF DIRECTORY

Assignments:	Names:	Email Address
<i>Main Office:</i>		
Principal	Kimberly Komocar	kkomocar@sksd-ri.net
Dean of Students	Mick Lefort	mlefort@sksd-ri.net
Supervisory TA	Kim Whitaker	kwhitaker@sksd-ri.net
Nurse	Vacant	
Administrative Secretary	Julia Huxley	jhuxley@sksd-ri.net
Administrative Specialist	Teresa Vandemoer	tvandemoer@sksd-ri.net
<i>Classroom Teachers:</i>		
Kindergarten	Stacie Girard	sgirard@sksd-ri.net
	Briana Casey	bcasey@sksd-ri.net
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	Eileen Daly	edaly@sksd-ri.net
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	Leslie Perrin	lperrin@sksd-ri.net
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	Michael Farrelly	mfarrelly@sksd-ri.net
	Victoria Wagner	vwagner@sksd-ri.net
	Gabrielle Porcaro	gporcaro@sksd-ri.net
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<i>Math Coaches/Interventionists</i>		
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	Kerry Mcguirl	kmcguirl@sksd-ri.net

<i>Reading Interventionists</i>	Cindy McVeigh	cmcveigh@sksd-ri.net
	Jill Reardon	jreardon@sksd-ri.net
	Julie Munroe	jmunroe@sksd-ri.net
<i>Literacy Coaches</i>	Kelly Burdge	kburdge@sksd-ri.net
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<i>Special Education Teachers</i>	Colleen Crawley	ccrawley@sksd-ri.net
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	Kate Collins	kcollins@sksd-ri.net
	Lisa Bergeron	lbergeron@sksd-ri.net
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<i>Family Engagement Coordinator</i>	Karen Buetens	kbuemens@sksd-ri.net
<i>Occupational Therapist</i>	Donna Rodgers	drodgers@sksd-ri.net
	Andrea Brandon	abrandon@sksd-ri.net
<i>Physical Therapist</i>	Keri Clare	kclare@sksd-ri.net
<i>Speech & Language</i>	Katelyn Devine	kdevine@sksd-ri.net
	Kate Forbes	kforbes@sksd-ri.net
	Molly Baranoff	mbaranoff@sksd-ri.net
	Beth McLoughlin	bmcloughlin@sksd-ri.net
<i>Specialists</i>		
Media	Martha Badigian	mbadigian@sksd-ri.net
Music	Christine Pierce	cpierce@sksd-ri.net
Art	Sarah Mayoh	smayho@sksd-ri.net
Physical Education/Health	Christine Short	cshort@sksd-ri.net
	Jimmy Champion	jchampion@sksd-ri.net
	Vacant	
<i>Teacher Assistants:</i>	Janelle McCall	Elizabeth Abreu
	Kris Souza	Camilla Lopes
	Megan Butson	Marta Olszewski
	Pat McConnell	Melinda Grasso
	Patricia Gentile	Kim Whitaker
	Molly McCrystal	Barbara Wheeler
	Tianna Cruz	Marlena Paulsen
	Susan Hanlon	Rebekah Marin
<i>Custodians:</i>	Ray Wilkinson	Tanya Karppinen
	Matt Drugan	Terry Cook

PTO Information

Our PTO meets monthly on the third Thursday of each month at 6:30PM in the Media Center. Membership is open to all Peace Dale Elementary School families and staff. A primary focus of the PTO is to raise funds and provide support for classroom activities and the children of Peace Dale School.

PTO Officers for 2019-2020

Co-President: Melissa Bousquet

Co-President: Katie Garvin

Looking for PTO event dates, forms or other information? Join our Facebook community @ Peace Dale Elementary PTO

Peace Dale Elementary School Reopening Plan 2021-2022 SY

The health and safety of our learning community is our top priority. Please click below to see outlined building level health and safety protocols for the reopening of schools this school year:

[Health & Safety- PDES Reopening Plan 2021-2022 SY](#)

ARRIVAL/DISMISSAL

CLICK HERE: [Arrival/Dismissal Traffic Letter 2021-2022 SY](#)

Bus Company: Ocean State Transit

PHONE: 284-3920

FAX: 284-3929

School Day Hours

THE SCHOOL DAY

8:35 Breakfast program begins-*"grab and go style"*-students will eat in the classroom or outdoors

8:48 Bus Riders/Walkers may begin to arrive. Car Riders should adhere to the following staggered schedule:

ARRIVAL	
Transportation	Arrival Times
Bus Riders	8:48 am
Walkers	8:48 am
Bike Riders	8:48 am
Car Riders Grade K	8:30-8:40am
Car Riders Grades 1-2	8:35-8:45am
Car Riders Grades 3-4	8:45-8:55am
*Families with multiple children should follow the schedule of the youngest child in the lowest grade level.	

8:53 **Instructional day begins**

11:15-2:00 Lunch/Recess

3:13 Dismissal (Car Riders, please adhere to the staggered dismissal schedule)

ATTENDANCE/TRUANCY POLICY (School Committee Policy 8415)

“ Be on time! Be on Task! Every day! Every class! “

School Begins at 8:53 am and ends at 3:13 pm

School Absences:

Please call the school (360-1400, Ext. 2) and leave a message on the absence line if your child will be absent from school. **Please do not email the teacher about your child’s absence.** If you do not call the absence line, a school official will contact you to be certain the child is at home or with a designee. Please, do not send a child to school if s/he is sick. You will be called to pick up any child deemed sick by the school nurse. A doctor’s note is required after three consecutive absences in order for your child to be admitted back into school.

Excused Absence: Excused absences include a student’s participation in an approved school-sponsored activity, suspension days, religious holidays, family emergencies to be approved by an administrator, doctor excused illness or injury (a note from a doctor or medical professional excuse must be submitted within 3 days of the absence), or funerals. If a student is absent for a medical reason for 3 or more days, a doctor’s note **MUST** be provided to the principal or school nurse when re-entering.

Unexcused Absence: Every absence is considered “unexcused” even when a phone call by the parent/guardian has been received stating the specific reason for the absence by the attendance office. For an absence that is 1 or more days in length to be

considered excused, a note from a doctor or medical professional must be received within 3 days of the absence. Student absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences.

Tuancy: A student is considered truant when he/she purposely stays away from school without parent/guardian permission and or is consistently late or dismissed early. Students who do miss school with parent/guardian permission, however, can be considered truant at the discretion of the administration.

Tardy/Early Dismissal: By Rhode Island State law, dismissals from school for any reason are considered part of a student's attendance record and are counted as an absence. Students who arrive late and leave early miss out on valuable instructional time and cause a distraction to the teaching and learning going on in the classroom. Please make every effort to help your child be in school on time every day and stay in school for the entire day.

Vacations During School Calendar:

We discourage families from scheduling vacations outside of the regular school vacations, holidays, and summer break, as quality learning time will have been lost. Teachers are not responsible for preparing school work that a student will miss during a vacation that is not scheduled during school vacation periods. Vacations are not excused absences and will affect truancy.

Your student's attendance information can be found on South Kingstown's Student Information Management System, Skyward/Family Access component on the South Kingstown School's web page www.skschools.net under the Parent heading. (Ex: *Username(parent): smithj PW: southkingstown**)

LUNCH AND RECESS (Policy 3500)

Please be advised that for safety reasons, students are not permitted to share food at any time during the school day.

Chartwells School Dining Services runs our school's breakfast and lunch program. Each month a menu will be sent home as part of the newsletter. Please review the menu and help your child make a selection for the school day. The federal government has extended its grant funding again this school year to provide free breakfast and lunch to all students. Chartwells School Dining Service PHONE: 360-1055 FAX: 360-1059

Recess is part of the daily routine for all children, it is important to their social and physical development. All children are expected to participate unless there is written notice from a parent or health care provider. Recess will be held outdoors unless the determination is made by the school nurse teacher that the health and welfare of students is at risk. All schools will use the *Child Care Weather Watch* chart for guidance in making the decision for inside/outside recess. **Students are also expected to be dressed properly for the weather. Snow boots, snow pants, coats, hats, mittens, should be worn or at the very least stored in the backpack during the cold months because we go outside year-round.** We also strongly urge you to write your

child's name in all clothing so that we can return it as soon as we find it. There is a winter gear rack in the front foyer for anyone who wishes to donate gently used, clean winter gear and for those who need winter gear. Please let us know if we can help you if you are in need of winter gear for your student.

PEANUT FREE/NUT FREE REGULATIONS

According to the Rhode Island Law passed in 2007, schools are required to have a designated nut free table in the cafeteria. In order to be sure that the foods at that table are peanut/tree nut free and are not processed in a facility that contains nuts, only children purchasing school lunch can sit at the designated peanut/tree nut free table. Every effort will be made for socialization with other students at that table. Students with life-threatening allergies will require a doctor's note if they do not require a peanut/tree nut table. In addition, several classrooms and cafeteria areas are designated as "nut free" due to severe food allergies of students in our schools. You will be notified if your child is in a "nut free" classroom. They will not be allowed to eat any food containing nuts in the classroom at any time. However, food containing nuts may be eaten in the lunchroom.

LOST AND FOUND

Please put your child's name on every item brought to school. We will donate unclaimed, unmarked items to a charity such as The Jonnycake Center. Check the Lost and Found frequently for any items lost. Sometimes the items do not appear in the Lost and Found immediately, but surface later.

SCHOOL EXPECTATIONS AND RULES

Through **PBIS** (Positive Behavior Intervention and Support), the **OLWEUS BULLY PREVENTION PROGRAM (OBPP)**, and the **Choose Love** curriculum, our focus is on recognizing and reinforcing positive behaviors, however we must also have structures for addressing behaviors that disrupt learning or may result in harm to others. Our school's expectations are to **Respect Ourselves, Others and our Community (ROC!)**. **"A person is bullied when they are exposed, repeatedly and over time, to negative actions on the part of one or more persons, and they have difficulty defending themselves. Bullying is NOT when students have a disagreement."** We also have 4 Anti-bullying rules that are explicitly taught throughout the school year through class meetings using the OLWEUS curriculum. They are:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied we will tell an adult at school and an adult at home.

Through the Choose Love curriculum, students are taught the importance of Courage, Gratitude, Forgiveness and Compassion in their daily lives. The matrix below outlines the expectations in all areas of the school.

Students are expected to demonstrate good citizenship and appropriate social behavior at all times. Behavior is never to infringe upon the rights of other students or adults, thereby disrupting the teaching and learning process or school environment. A teacher or supervisory adult may remove a student from the classroom or playground area when the student deliberately caused a discipline offense that violates the safety or civil respect of others. At that time our PBIS structures are used to reflect on and reteach the expected behavior and to communicate with families as necessary. Staff and our administrator will collect data to determine behavioral trends, with the view of supporting students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Please do not hesitate to contact your child's teacher directly at any time if you feel there is an issue or concern that needs to be brought to our attention.

DISCIPLINE PROCEDURES (School Committee Policies Section 8000 /8310, 8315, 8320, 8325)

BUS DISCIPLINE (School Committee Policy 8325)

Behavioral expectations for a safe bus ride are explicitly taught during the first few days of school and reviewed throughout the year. The bus rules are clearly explained by school staff and the bus driver. Bus riders must see that their bodies are safely in the seat and that books and personal belongings are kept out of the aisles. Special permission must be granted by school authorities and the bus company to transport large items. Band instruments that cannot be kept on the student's lap may not be permitted on the bus. School projects which cannot be kept on the student's lap are not permitted. The policy governing suspension of bus privileges is below.

First Offense:	Verbal reprimand, letter to parents
Second Offense:	Warning letter to parents
Third Offense:	Five (5) school-day bus suspension and conference with parent, bus driver, student, and principal
Fourth Offense:	Bus suspension for remainder of year

Peace Dale Elementary School Behavior Expectations and Discipline Procedures

We are a P.B.I.S. (Positive Behavioral Intervention Supports) school. This behavior process ensures that staff and students acknowledge the positive behavior school-wide expectations. Three rules apply to all areas of the school. (The school bus is considered

an extension of the school.) The rules are basically the same in all areas with some modifications for specific settings. All students are responsible for their own behavior. We do not tolerate bullying and have added an anti bully component to our expected behavior chart. Throughout the school year we meet with students to discuss behavior expectations and strategies- via class meetings, whole group assemblies, lunch discussions and small group or individual meetings when necessary.

Peace Dale School Expectations

Be Respectful, Be Responsible, Be Safe

PEACE DALE PEACEFUL COMMUNITY EXPECTATIONS MATRIX (2020-2021)						
	BATHROOM	HALLWAY	RECESS	LUNCH	TECHNOLOGY	BUS
Respectful	Give people privacy Clean up after yourself Be considerate of the impact your actions have on others	Use quiet voices Be aware of other classes Be considerate of the impact your actions have on others	Include others Use school appropriate language Play fairly Be considerate of the impact your actions have on others	Use school appropriate language Be considerate of the impact your actions have on others	Use school appropriate language in the chat and emails Stay engaged in lessons and actively participate Be considerate of the impact your actions have on others	Use school appropriate language and quiet voices Be considerate of the impact your actions have on others
Responsible	Be quick Inform an adult of low supplies and other bathroom concerns Use bathroom during designated times Use assigned bathroom	Follow adult directions Stay in class line on right side of the hallway Go directly to your destination	Follow adult directions Ask for permission to go inside Stop and listen to directions when the whistle blows Actively listen to adult directions during transitions	Follow adult directions Clean up your area Be prepared for your next class Actively listen to adult directions during transitions Speak softly	Take care of your device Follow teacher instructions and complete your work	Follow adult directions Be on time Clean up after yourself Be prepared and ready to enter and exit bus
Safe	Maintain Social Distancing Wear your mask Wash hands thoroughly with soap and water for at least 20 seconds Keep soap and water in sink	Maintain Social Distancing Wear your mask Walk slowly and safely while facing forward Keep hands and feet to yourself	Maintain Social Distancing Wear your mask Stay in designated areas Keep hands and feet to yourself	Maintain Social Distancing Face forward Take extra safety precautions when masks are off	Be considerate of the impact your language has on others Stay on school appropriate websites Inform adults of issues or inappropriate use of technology	Maintain Social Distancing Wear your mask Stay seated and face forward Keep hands and feet to yourself Keep aisle clear

SUSPENSION AND EXPULSION (School Committee Policy 8305)

Suspension means an exclusion of a student from attendance at school, school property, and all school sponsored activities for disciplinary reasons, it may not be given for more than ten consecutive days, provided such suspension shall not extend beyond the end of the school year in which it is imposed. Suspension is determined by an authorized member of the administrative staff. Listed are some examples of breaches of conduct that may lead to suspension/expulsion:

- **Threats**
- **Striking or assaulting a student or member of the staff**
- **Possession of a weapon or alcohol, or dangerous drugs or narcotics**
- **Destruction of school property**
- **Disruption of school day by bomb threat or false alarm**

BCI PROCEDURES FOR FIELD TRIPS AND VOLUNTEERING

If you are interested in being a school volunteer or mentor, please contact CARES at www.skcares.org or 360-1304. Please note that a **YEARLY** BCI (background check) is required to volunteer in school and to chaperone all field trips. Every current

background check must be on file with the South Kingstown School Department at the School Administration building – 307 Curtis Corner Rd. To obtain a BCI go to the Attorney General’s **Customer Service Center located at 4 Howard Avenue, Cranston, M-F 8:30-4:40**. For questions please visit www.riag.ri.gov or call 274-4400. To comply with the field trip policy, you must have a cleared and current BCI on file. The BCI must be dated within 12 months of the trip. Please take note that many chaperones apply for their BCI during field trip “season” and that is also when they expire so please plan accordingly.

FIELD TRIP POLICY (School Committee Policy 7120)

All chaperones must be at least 21 years of age and have an annual background check (BCI) that meets the satisfaction of the school department and state requirements. All information is found on the skschools.net website and through the **CARES organization**. **Medical Guidelines:** If any student has a serious medical condition, be sure that his/her doctor writes a letter indicating the child may safely attend and participate in trip activities. For students possibly needing prescribed medical care while on the field trip, there must be an exchange of information between the school nurse teacher and the teachers on the field trip regarding care of the student. Students requiring specialized medical care must be chaperoned by a school nurse or medically trained equivalent. Parents may attend or designate another adult to attend in their place in order to relieve the necessity of a licensed nurse to attend in order to dispense medication or perform specialized procedures. No student shall be denied access to a field trip or other activity solely on the basis of disability or medical condition. Access to a field trip can be denied for behavior only if the behavior is not related to a student’s disability and this standard is equally applied to all students.

***Please note: All field trips begin and end at the school. No one can drop off or take a student home from the place of the field trip.**

CLASS PLACEMENT (School Committee Policy 8135)

Elementary age students are placed heterogeneously (classrooms with mixed ability levels.) The professionals who work with the students make placement decisions. Grade level teachers, special education teachers, and the principal will make placement decisions based upon information gathered throughout the course of the year. To make balanced classes, student placement decisions will take into consideration the child’s gender, developmental level, cognitive abilities, academic level, learning style, work habits, individual needs, and school behaviors. Other factors will be class size, social composition, and peer relationships. All parents will have the opportunity to inform the school of their child’s special learning needs through the use of the Student Information Form (available through the main office and distributed in the spring by school newsletter). We value your insight into your child’s learning style and will take this information into account in our placement decision. Please remember that parent input is only one of the many criteria we use when we consider class placement. Notification of a student’s placement for the upcoming year will be mailed home in August before the start of the next school year.

ABCs of IMPORTANT SCHOOL INFORMATION

APPOINTMENTS for DISCUSSION OF SCHOOL ISSUES

One time per year formal Parent/Teacher conferences will be scheduled by the district. There will be no school that day and you will be notified in advance. At any time during the school year, if you need to speak to your child's teacher or the principal, please leave a message on voice-mail, send an email or a note. We will reply as soon as possible.

BOOKS

Throughout this year, your child will be bringing home practice reading books as part of their daily reading workshop. These books need to be returned to the school the VERY NEXT day so that your child can continue reading or child's classmates can use them the next night. **They may be small books and seemingly insignificant, but they are precious to us.** Please ensure that your child reads them and puts them back in their backpack each night. Classroom books and Library books that are not returned in a timely manner will be charged as a cost to your family because we will need to replace the book and put it back into the classroom's reading library.

CELEBRATIONS (School Committee Policy 7751)

Due to the many food allergies, including those that are life-threatening, we do not allow treats to be brought to school for distribution to the whole class. An alternative option to honor a birthday might be to purchase a book for the class or school library with a bookplate honoring your child. Stickers or pencils are also options to consider. If teachers request food, they will be specific about the allergies of concern. All food brought to the class must include ingredients and be approved by the school nurse. Please be very careful. We allow invitations to be distributed in the classroom **only if ALL classmates are invited.**

DRESS CODE

The purpose of the South Kingstown District dress guidelines is to maintain a safe learning environment where all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion and personal style.

1. Maintain a safe learning environment in class where protective or clothing that supports the activity is needed.
2. Allow students to wear clothing that express their self identified gender
3. Allow students to wear religious attire, including any headwear, without fear of discipline or discrimination

4. Prevent students from wearing clothing and depicts, advertises, or advocates and offensive/violent acts or language
5. Children should dress appropriately for school and the weather.

Recess is part of the daily routine for all children, it is important to their social and physical development. All children are expected to go outside for recess unless there is written notice from a parent. Students are also expected to be dressed properly for the weather: Snow boots, snow pants, coats, hats, mittens, should be worn during the cold months because we go outside year-round.

EMERGENCY PROCEDURES

The General Assembly of Rhode Island enacted a law entitled “Health and Safety of Pupils,” which requires school districts to have comprehensive safety plans. We routinely practice Fire Drills, Lockdown and Emergency Evacuation drills. In the event of an emergency, the principal will determine if students and staff should be evacuated outside of the building, or to a nearby relocation site. Crisis Team Members will coordinate the orderly transfer of students to the evacuation center. Each school has a designated primary relocation site and parents will be notified by the district automated telephone system with important information regarding reunification. **Please be sure to update your telephone contact information throughout the year.** State law requires 15 fire and emergency drills per year. Students are expected to leave the building in an orderly, quiet manner. The teacher will take attendance to assure accountability for all children. It is imperative that all classroom volunteers sign in and out consistently so that everyone is counted accurately.

FORGOTTEN ITEMS

Forgotten items from home including homework, lunches, band instruments, etc., may be left at the office for delivery at a time which will not disrupt classroom routines. Unless the item is absolutely necessary for the day, we suggest helping your child become responsible by allowing her/him to experience consequences for forgetting the item(s). This will help develop a sense of responsibility and self-reliance.

HEALTH AND WELLNESS

MEDICATIONS (School Committee Policy 5141)

Parents/guardians are requested, whenever possible, to schedule administration of medication outside of the normal school day. Parents of students needing medication during the school day are required to bring the medication to the school nurse with an authorization form signed by your physician. **Both prescription and nonprescription medications require a licensed health care provider’s written order and a written parent authorization.** All medication must be in a pharmacy labeled and/or prescription container and/or manufacturer’s container. At the time the prescription is filled, the

parent/guardian shall have the pharmacist dispense an extra labeled container for use at school. No student shall have in his/her possession any medication while on school property. **All medication shall be dispensed by a School Nurse. No medication shall be dispensed without following this procedure. Never send your child to school with any type of medication.**

COMMUNICABLE DISEASES

Please notify the school if your child has any communicable conditions such as Covid 19, Strep Throat, Chicken Pox, Fifth disease, etc... This is a responsibility that must be practiced by all families.

SCHOOL INSURANCE

School insurance is available at the beginning of the year. You are not obligated to purchase this insurance. If your child is not covered by health insurance, it is strongly recommended that you purchase the insurance in the unfortunate possibility of your child being injured at school. Brochures and applications are online at www.skschools.net. For any questions, call Maria Parrillo at 360-1306.

HOMEWORK POLICY (School Committee Policy 7125)

The South Kingstown School Department believes that homework is an important part of a child's education. It promotes responsibility and time management; it develops valuable study skills and reinforces and enriches classroom instruction. Homework assigned to students should reflect that individual students learn at different rates; provide feedback from a teacher, student or computer; meaningfully and appropriately reinforce the learning in the classroom; provide opportunities to apply, analyze, synthesize, evaluate, or enrich recently learned content and encourage voice, choice and innovation.

LEGAL CUSTODY (School Committee Policy 8410)

Anyone (parent, relative, friend) having a court order granting custody of a child must file a copy of said order with the principal of any school which the child attends. Changes in said documentation must also be submitted to the principal. Permission to release children to others must be in writing to the building principal and signed by the person having custody. No child may be released without this written permission.

OPEN HOUSE/REPORT NIGHT

During our Fall Open House, Peace Dale Elementary will conduct a report to the community about our school's most recent summative test data including state assessments. This evening is also an opportunity for parents and guardians to meet the classroom teachers and support professionals who work with our students. Please watch for our Open House date to be publicized.

PERSONAL PROPERTY

Children are not to bring toys to school. **We do not allow children to buy or trade personal items with other children** and we will not mediate differences of opinion about ownership of items brought to school that are not labeled with a child's name. **Electronic devices are not to be used during school or recess unless they are part of the academic program.** If devices are confiscated, parents will be notified to pick up items from the principal. (They sometimes help children who have long bus rides. The use of these devices is between the parent/guardian and the bus driver.)

PUBLICATION CONSENT

There may be times when the school may wish to release for publication, photos for newspapers, videotaping, pictures on the school web page, Facebook, Twitter etc... If you **DO NOT** want your child/ren to participate, you may opt out, at any time, by writing a letter to our office stating so. You will also be sent a Peace Dale Family Handbook Acknowledgement Google Form in the beginning of the school year that will also capture this request for consent.

REPORT CARDS

Report cards are distributed three times a year, December, March and June. Parents are encouraged to request an appointment with their child's teacher whenever there is a concern about their child's academic or social progress.

REPORTING CHILD ABUSE (School Committee Policy 4205)

School Committee Policy requires that parents of all children be informed of the following requirement concerning child abuse or neglect: **In compliance with Chapter 11 of Title 40 of the General Laws of the State of Rhode Island, employees of the school department are required to report any knowledge or suspicion of child abuse or neglect to the Rhode Island Department of Children and their Families no later than 24 hours after such knowledge is learned or suspicion is raised.**

RESPECT FOR PROPERTY

We expect that proper care and attention be given to school materials. Lost or destroyed classroom books, library books, supplies, and materials must be replaced by the student or parent.

SCHOOL CANCELLATION ANNOUNCEMENTS

The South Kingstown School Department utilizes the automated telephone system, School Messenger. This phone system will be used to notify you of early dismissals, school cancellations, and other events. Parents are also encouraged to sign up for immediate notification of weather related delays and cancellations through the Rhode Island Broadcaster's Association <http://www.ribroadcasters.com/> Emergency closings after students have arrived at school will be communicated via a

school based listserv message, robo call, and through RI Broadcaster's Association. Parents should discuss with their child in advance any alternate dismissal plans that they have arranged in the event that a parent/guardian would not be home for an early dismissal. If school is dismissed early due to inclement weather or emergency circumstances, any activity planned in the school that evening is canceled. When an after-school program is canceled due to inclement weather or other factors, the sponsoring organization is responsible for notifying parents of the cancellation.

SCHOOL COMMUNICATION

Strong communication between home and school is critical, especially during a time when circumstances can change quickly. Information will be provided through robo-calls, emails, our weekly newsletter and phone calls. Please be sure your information is updated in our student information system in Skyward. Our office staff is happy to support you, with this process if needed and can be reached at 401-360-1600.

STATE TESTING

RICAS (Rhode Island Comprehensive Assessment System)

The goals of the comprehensive assessment system is to increase student learning by producing actionable data, evaluate the effectiveness of programs and ensure that all students are making progress towards achieving learning goals. The RICAS assessment will be administered in grade 3 and 4 in the spring and all students are expected to participate in these statewide assessments. Please encourage your child to do their best and be well rested during the assessment window RICAS assessment For more information, visit the RIDE website at www.eride.ri.gov. Dates for the assessments are released in the late winter and will be communicated with families upon release.

UNIFIED ARTS

All students in grades Kindergarten through four have Art, Music each week, Physical Education twice a week and Health and Library every other week . The teachers will provide a schedule to students the first week of school. Students in grade four may participate in the school Chorus. Also, students in grade four may participate in "Strings" instruction and it is available in school at no cost to students. The strings teacher will send home announcements to notify students and parents of their options. **Reminder: According to bus transportation regulations, instruments that cannot be accommodated safely on a child's lap may not be transported on the bus.**

VISITORS

Parents and community are welcome to visit our school upon prior notification, appointment and approval. In addition, for the safety of students and staff, **all visitors must stop at the office to sign in to obtain a VISITOR BADGE** before heading to the destination. Parents and caregivers will not be permitted to escort students to their classrooms unless special permission has been granted by the principal. *(Please refer to policy #1250 for additional information.)*

Due to Covid-19 procedures and restrictions, visitors were not permitted in the school building during the 2020-2021 school year. We will follow the most recent guidance available through RI Department of Education to reinstate having visitors and volunteers in our school as soon as permitted.

Educational Records and Confidentiality - Annual Notification of Rights

The South Kingstown School Department makes educational records available to parents or eligible students (students over the age of eighteen) according to the Family Educational Rights and Privacy Act (FERPA). As a parent or eligible student, you have the following rights:

- The right to inspect and review the student's education records
- The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
- The right to consent to disclosure of personally identifiable information contained in the student's education records.
- Directory type information may be disclosed without consent in a manner consistent with FERPA and the South Kingstown School Department policy regarding education records. If you do not want directory information released, you may use the form below to file such a request.
- Information must be disclosed to military recruiters unless you request otherwise. You may use the form below to file such a request.
 - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school department to comply with the requirements of FERPA.
 - A copy of the school department policy regarding education records is available in the school and the Office of the Superintendent of Schools or online at skschools.net.

PERSONAL PROPERTY

Children are not to bring toys to school. **We do not allow children to buy or trade personal items with other children** and we will not mediate differences of opinion about ownership of items brought to school that are not labeled with a child's name. **Electronic devices are not to be used during school or recess unless they are part of the academic program. If devices are confiscated, parents will be notified to pick up the item from the principal.** (They sometimes help children who have long bus rides. The use of these devices is between the parent/guardian and the bus driver.)

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RESPECT FOR PROPERTY

We expect that proper care and attention be given to school materials. Lost or destroyed textbooks, library books, supplies, and materials must be replaced by the student or parent.

SCHOOL CANCELLATION ANNOUNCEMENTS

The superintendent will make the decision to close schools. A district-wide automated phone message will be sent to the telephone number listed on students' registration information form. Cancellation, delay or dismissal information can also be found on local television and radio stations. If school is dismissed early due to inclement weather or emergency circumstances, any activity planned in the school that evening is canceled. When an after-school program is canceled due to inclement weather or other factors, the sponsoring organization is responsible for notifying parents of the cancellation.

TITLE I

Title 1 federal funds come to the school based on the number of students who qualify for free and reduced lunch. These funds pay for educational supports to help all students reach their academic potential:

- Parents will be notified if their child is a Title I student
- The school will host Title I events throughout the school year, which will include:
In the fall an annual meeting with all Title I parents regarding Title I regulations, parent involvement policy, services child will receive, the rights of parents to be involved and parent information sessions
- Title 1 families will receive notifications and invitations to events through the school flyers and mail
- Childcare will be provided at Title I events
- Parents and students will be asked to provide feedback regarding Title 1 programs (parent workshops, student intervention programs during the school day, afterschool and summer) in order to plan future programs
- Annually-Title I parents will be involved in reviewing and planning the Title I plan.

*****Peace Dale Elementary School receives Title 1 funds. Parents of children attending Peace Dale may request the professional qualifications of their child's teachers. Parents may request information related to state certification, highly qualified status, emergency certification, and degrees as well as information about the qualifications of paraprofessionals. This information is available by calling the main office at 360-1600 and speak to the principal.**

District Title I Parent Involvement Policy
Title I Requirement, Section 1118, Parent Involvement

PART I. GENERAL EXPECTATIONS

The South Kingstown Public Schools will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I targeted assistance programs, consistent with the section 1118 of the Elementary and Secondary Education Act (ESEA). Parents are partners with the district in the development and dissemination of both the district and their school's parent involvement policies. Furthermore, they are also our partners in the process of school improvement through meetings, surveys and written communication. These programs, activities and procedures have been and will continue to be planned and operated with meaningful consultation with parents of participating children.

South Kingstown Public Schools truly believe that everyone gains if the school and parents work together to promote high student achievement. Neither the school nor parents can do the job alone. Parents play an extremely important role as children's first teachers. Parental support for children and for the school is critical to the success of each child. Our core beliefs, outlined below, will be reflected in all our work with families and with the community

Transparent Evidence-Based Decision Making

- The use of data will guide our decisions both for Title I students and for our entire district.
- Evidence-based decision making will be shared with families to help them better understand student goals.

When We Support the Whole Child Now, We Support the Whole Community

- South Kingstown believes that children are our future. Supporting them in all aspects of their education translates to success for the entire community.
- Support for students should draw upon the guidance outlined in the RI Board of Regents Regulations that requires each child to have at least one adult who is knowledgeable about the child's social/emotional, academic, and career goals.
- Resources need to be spent in ways that have a direct effect on student achievement.

When the Whole Community Supports its Schools, it Supports its Future

- We need active engagement of all members of the community to promote success for all students in all aspects of their life and especially for our neediest population.
- Active engagement comes in many forms, from mentoring or volunteering students, to sharing information with families, or to providing training for our staff.

Academic Rigor for Each and Every Child

- High quality, rigorous educational programming for all but especially for those in danger of being "left behind"
- Equity of all educational opportunities for all students

PART II. DISTRICT SUPPORT FOR PARENT INVOLVEMENT

The District will, with the assistance of our Title I schools and families, educate our teachers, principals, and staff as they reach out to, communicate with, and work with parents as equal partners. This professional development will emphasize:

- The value of parental contributions
- How to reach out to and work with parents as equal partners
- How to strengthen the ties between the parent community and the school community

The District will offer technical assistance, coordination, and other support necessary to help schools plan parent involvement activities to improve student and school academic performance and build school and parent capacities for strong parent involvement in a variety of ways, including assistance for our Title I targeted assistance schools in the design of effective parent involvement programs that include the six types of parental involvement detailed by Joyce Epstein:

- Communicating – communication between home and school is regular, two-way, and meaningful
- Parenting – parenting skills are promoted and supported
- Student learning – parents play an integral role in assisting student learning
- Volunteering – parents are welcome in the school and their support and assistance are sought
- School decision making and advocacy – parents are full partners in the decisions that affect children and families
- Collaborating with the community – community resources are used to strengthen schools, families, and student learning

The District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the District pre-school, with Parents as Teachers, and with other parent resource centers. This will support our efforts to encourage and enable parents to more fully participate in the education of their children. Support may include providing families with workshops on transition from pre-school to kindergarten, literacy at home, and understanding grade level expectations.

PART III. ANNUAL EVALUATION

The South Kingstown Public Schools will take the following actions to evaluate the content and effectiveness of the parental involvement policy in improving the quality of its Title I targeted assistance schools:

- Examining gains in student data, including student achievement, school performance and attendance.
- Surveying families annually to assess the effectiveness of the parent involvement activities in our Title I targeted assistance schools. This includes determining whether families have been provided with information in a timely manner and in a format and language that is easily understood.
- Using family outreach coordinators, in partnership with the Rhode Island Parent Information Network, to help families make good use of community resources to increase support for themselves and for their children and to address barriers to greater participation in school based activities. The effectiveness of this work will be assessed through the annual survey and through increased attendance at school sponsored events.
- In addition to the annual meeting, the Title I schools will hold meetings throughout the year to provide parents with information and strategies that build on a parents' capacity to help their child read at home. Feedback from these meetings will be used to design future parent involvement activities.

First Reading: May 22, 2012, Second Reading/Adoption: June 12, 2012

Title 1 Schools- "Right To Know"

Although all of our teachers at Peace Dale Elementary School are properly certified, we are required to share the following information with parents under the Every Student Succeeds Act.

Under ESSA, parents have the right to request professional qualifications of their children's teacher(s). This is to inform you of your right to ask for the following information:

A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not

meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.



**Use of all tobacco products, including E-cigarettes is prohibited.
EVERYWHERE. EVERYONE. AT ALL TIMES.
*Pursuant to RI General Law Chapter 23-20.9-5.***

Thank you for taking the time to read and understand the policies and procedures in this handbook. Please call if you have any questions.

SECTION E - RELEVANT SCHOOL DEPARTMENT POLICIES

<u>HIV INFECTED</u> Policy #1220	<u>HAZING</u> Policy #1225	<u>RESPECTFUL AND PEACEFUL SCHOOL COMMUNITY</u> Policy # 1230
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<u>BULLYING</u> Policy # 1231	<u>NON-DISCRIMINATION</u> Policy # 1236	<u>SCHOOL VISITATION</u> Policy #1250
<u>MEAL CHARGE</u> Policy #3500	<u>CHILD ABUSE REPORTING</u> Policy # 4205	<u>MEDICATION</u> Policy # 5141
<u>HOMEWORK</u> Policy #7125	<u>FIELD TRIP</u> Policy #7120	<u>WELLNESS</u> Policy #7751
<u>TECHNOLOGY</u> Policy #7205	<u>INTERNET FILTERING</u> Policy #7210	<u>STUDENT CONFIDENTIALITY</u> Policy #8220
<u>SUSPENSION/EXPULSION</u> Policy #8305	<u>STUDENT CONDUCT</u> Policy # 8315	<u>ASSAULT AND ILLEGAL WEAPONS POSSESSION</u> Policy #8320
<u>BUS DISCIPLINE</u> Policy #8325	<u>LEGAL CUSTODY</u> Policy #8410	<u>ATTENDANCE AND TRUANCY</u> Policy #8415

[2021-2022 SY School Year Calendar](#)

Exhibit 09

West Kingston ES Parent Handbook



WEST KINGSTON ELEMENTARY FAMILY HANDBOOK 2022-2023



3119 Ministerial Road, West Kingston, Rhode Island 02892

Phone: (401)360-1130

Fax: (401)360-1131

Website: wk.skschools.net

At West Kingston Elementary we R.I.S.E. above by being Respectful, showing Integrity and being Safe and Engaged!

MISSION STATEMENT

In partnership with families and the entire educational community, our mission is to educate and engage ALL of our students in the knowledge and skills necessary to ensure readiness and success in college and career.

We are committed to providing every child with rich learning experiences that not only address academics and 21st -century learning but are supportive of the social-emotional needs of our children during this challenging time.

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- ★ Principal's Message
- ★ Staff Directory
- ★ PTO Information
- ★ Arrival and dismissal Procedures
- ★ Attendance/Truancy Policy
- ★ Lunch and Recess
- ★ School Expectations and Rules
- ★ Discipline Procedures
- ★ Classroom volunteers/BCI and Field Trips
- ★ Class Placement
- ★ The A,B,C's of Important Information

Dear WKES Families,

Welcome to West Kingston Elementary School, home of the HAWKS! In this handbook, you will find important information that will be useful to your family throughout the school year. The West Kingston School Handbook provides guidelines, communication options, schedules and clear expectations promoting a positive and safe learning experience for all. Please read this document carefully and retain it for use throughout the school year. For your convenience the links to the school department policies have been included. They can also be accessed on the South Kingstown School Department's website at www.skschools.net under the drop down link for the *School Committee*.

Safety will always be a number one priority here at West Kingston Elementary. Please understand that policies, protocols and procedures are in place to keep students safe and allow us to focus on teaching and learning.

***** Please read all sections carefully and be sure to reach out with any questions or concerns.**

Family engagement is a continuous goal for all of us at West Kingston Elementary School. We are here to partner with you as your child(ren) grows and learns. Engagement begins with communication. Please be sure to contact us if you have a question, concern or idea to share. Open communication will allow us to work closely for the support and safety of our students. Research shows that the right kinds of school-family connections—those built on relationships, listening, welcoming and shared decision making—can produce multiple benefits for students, including higher test scores, better attendance, better social skills, and improved behavior at home and at school. Please consider volunteering when you can and joining our monthly PTO meetings. I am grateful to be part of this wonderful school community and I look forward to an amazing year of learning with you and your child(ren).

In Partnership,
Jennifer Enck
Principal



THE SCHOOL DAY

- 8:44: Arrivals
- 8:44: Breakfast begins
- 8:53: Instructional day begins! Students who arrive after this time will be marked tardy.
- 11:00-1:10: Lunch and Recess
- 3:13: Dismissal Begins

Staff Directory

Position	Name	Email
Principal	Ms. Jennifer Enck	jenck@sksd-ri.net
Administrative Specialist	Mrs. Beth Richards	brichards@sksd-ri.net
Clerk	Ms. Barbara Bridges	bbridges@sksd-ri.net
Nurse/Teacher	Mrs. Jayne Brassil	jbrassil@sksd-ri.net
Kindergarten	Ms. Eileen Daly	edaly@sksd-ri.net
Kindergarten	Ms. Becca Duff	duff@sksd-ri.net
Kindergarten	Mrs. Melanie Petrichko	mpetrichko@sksd-ri.net
Grade 1	Ms. Balasco	sbalasco@sksd-ri.net
Grade 1	Mrs. Jane Stafford	jstafford@sksd-ri.net
Grade 1	Mrs. Waterman (Yarce)	syarce@sksd-ri.net
Grade 2	Mrs. Susan Bertelli	sbertelli@sksd-ri.net
Grade 2	Mrs. Katie McKenzie	kmckenzie@sksd-ri.net

Grade 2	Ms. Mackenzie Muto	mmuto@sksd-ri.net
Grade 3	Mrs. Melissa Borgia	mborgia@sksd-ri.net
Grade 3	Ms. Cynthia MacNeil	cmacneil@sksd-ri.net
Grade 3	Mrs. Lorraine Simmons	lsimmons@sksd-ri.net
Grade 4	Mrs. Colleen Boisclair	cboisclair@sksd-ri.net
Grade 4	Mrs. Jessica Grossi	jgrossi@sksd-ri.net
Grade 4	Ms. Heidi Pineda	hpineda@sksd-ri.net
Special Educator	Mrs. Karin Campbell	kcampbell@sksd-ri.net
Special Educator	Mrs. Renee Moniz	rmoniz@sksd-ri.net
Special Educator	Mrs. Amy Santos	asantos@sksd-ri.net
Math Coach	Mrs. Gina Rubolotta	grubolotta@sksd-ri.net
Reading Specialist	Ms. Elyse Scherza	escherza@sksd-ri.net
Reading Specialist	Ms. Alicia Verdi	averdi@sksd-ri.net
Speech/Language	Mrs. Molly Baranoff	mbaranoff@sksd-ri.net
Speech/Language	Mrs. Katlyn Devine	kdevine@sksd-ri.net
Psychologist	Mrs. Rebecca Capece	rcapece@sksd-ri.net
Occupational Therapist	Ms. Kathy Takata	ktakata@sksd-ri.net
School Social Worker	Ms. Julie Merolla	jmerolla@sksd-ri.net
Library Media Specialist	Mrs. Rebecca DeMetrick	rdemetrick@sksd-ri.net
Physical Education	Mrs. Grace Janes	gjanes@sksd-ri.net
Physical Education	Mrs. Christine Short	cshort@sksd-ri.net
Music/Chorus	Ms. Karen Toy	ktoy@sksd-ri.net
Art	Mrs. Rebekah Blakeney	rblakeney@sksd-ri.net

TEACHING ASSISTANTS:

Juan Batista
Lisa Topa

Shelly Gates
Holly Washburn

Kim Simmons
Lisa Winkler

Kris Souza

CUSTODIANS:

John Gould, Head Custodian and Tanya Karppinen Night Custodian

WEST KINGSTON ELEMENTARY SCHOOL PTO

The West Kingston Elementary School, Parent Teacher Organization (PTO) consists of an energetic group of volunteers who work tirelessly to create an enriching environment for all who enter the school. As a parent or guardian of West Kingston Elementary School please consider yourself a member of the PTO. Watch for news asking for volunteers and information on upcoming events. It is our hope to be able to once again offer our Fun Learning After School Hours (FLASH) programs this year. These are wonderful enrichment programs that the PTO supports and organizes for our students. We encourage you to participate in any way you feel you can throughout the school year. To contact the PTO please use the following email address: westkingstonpto@gmail.com



Becky Yedlowski
Co-President



Kelly Harrington
Co-President



Aly Carty
Co-Vice President

Meet the Board!
West Kingston Elementary School
PTO 2022-2023



Katie Garvin
Co-Vice President



Katharyn Shaughnessy
Secretary



Bethany Costello-LaBranche
Treasurer

SCHOOL IMPROVEMENT TEAM (SIT)

West Kingston Elementary School is a professional learning community. Educators and families recognize that they must work together to achieve a collective purpose of learning for all. Therefore, we create structures to promote a collaborative culture. West Kingston Elementary School's strategic plan is linked with the district's strategic plan is updated yearly through self-study activities which direct school improvement efforts, assist in determining how certain revenues will be expended, plan professional development related to student learning, reflect the needs of all students in decision making, and organize to meet those needs.

Thank you for sharing your time and talents with us.

Many hands make light of work.



Arriving at School in the Morning



In the interest of safety and security, all school doors are locked at all times. The front door entrance will be opened for students only, to enter after 8:35. Please do not send your child to school before 8:44 a.m. because there is no supervision. Only parents who need to stop in the office or have an appointment should enter the building in the morning. We appreciate your support on this important safety procedure.

- **Bus Arrival-**

- Buses will arrive entering the bus loop. They will turn-off their engines and staff will unload the bus.

- **Car Riders Arrival-**

- Car riders will enter using the furthest travel lane from the school and turning right at the end of the lane to follow the loop on the north side of the building. As you snake through the parking lot you will reach a staff member at the designated drop-off area. Students will be greeted as they enter the school through the side entrance of the building.

Children arriving after 8:53, the start of school, must be accompanied by a parent or guardian to the front door and signed in as tardy. Please call the school by 8:35 a.m. if you know that your child will be late to school and will be ordering school lunch (360-1130). Students who arrive after the lunch order is called in (9:15 a.m.) may not be able to get their first choice for lunch.

Students being dropped off by car: In the event that you must park in the lot, use only legitimate parking spots and be aware that cones are placed strategically to ensure your child(ren) and staff members' safety. Do not pull up to the FRONT OF THE BUILDING to drop off your child(ren), before the buses have disembarked.

EMERGENCY CONTACTS

Skyward (Student Information System):

Families are able to update their information directly in [Skyward](#); this is our Student Information System. Families are able to change the emergency contact names, phone numbers and email addresses. Families are unable to change their street address listed. If there is a change in residency/address change please contact the registrar's office, 360-132. Any changes in your contact information and/or emergency contact information throughout the year should be updated as soon as possible. Click this [LINK](#) which will have all the information you would need to navigate [Skyward](#). Please call 360-1130 at any time and we will be happy to help you in any way we can.

Please review the current list of names and phone numbers for your child's emergency contacts in Skyward, and check for accuracy.

For directions how to make these changes, please click here:

[Directions to change emergency contacts](#)

No child will be released to anyone who is not listed as an emergency contact in Skyward. No contact orders and restraining orders should be filed with the principal as soon as they are in effect. Any changes to these orders should be reported to the school as soon as possible.

DISMISSAL

Establishing a Dismissal Routine:

Parents must notify the main office of each student's regular dismissal routine on the first day of school. **There will be no changes in a student's regular home routine without written notification from the parent or guardian. For example, no one listed as an emergency contact will be allowed to pick up a student without written notification to our office for each particular instance. At no time will a child be released to someone other than the adult who has been designated as the regular pick up person regardless of their emergency status without having communicated this change to the office. "Call in" dismissal changes are STRONGLY discouraged for the safety of all children. **Only in the event of an UNEXPECTED change, should a call be made to the office. Also, please avoid calling the office after 2:45pm.**

◆ **Bus Students:** Bus students must ride the bus to the stop which they are assigned and are required to disembark at their assigned bus stop only. Any changes require the approval of the principal and bus company upon **written** request from a parent. Bus drivers are not permitted to accept texts, notes, phone calls or verbal changes to a child's routine from anyone other than the principal or school secretary. **BUS COMPANY:** Ocean State Transit PHONE: 284-3920

◆ **Students dismissed to families/caregivers:** Dismissal begins at 3:13. Adults picking up children will be greeted outside, along the north side of the building where we will see your dismissal placard and call into the cafeteria to dismiss your child(ren). Anyone needing to enter the building for an appointment or any other reason, will be able to do so only after the buses have left the premises and all students have exited the building. **Please be aware that children will not be released to any person who is not listed as an emergency contact in Skyward AND has been identified as a change in regular dismissal procedure by an email or call to our office. In addition, all adults picking up students MUST be prepared to show identification.**

- **Car Riders Dismissal:**

- Students will be dismissed directly to your vehicle in the outdoor car line, along the north side of the school from the side door.
- Each family will be issued two Car Rider Placards. These placard cards are identification/authorized release cards that should only be used by those you have authorized to release your children to as indicated in our Skyward Portal.
- The placards will have your child's name and an issued number that corresponds to a student backpack tag that should be attached to their backpack.