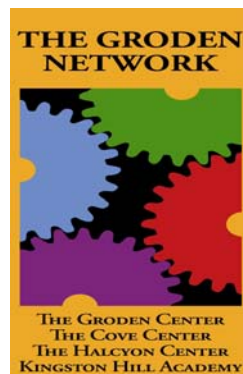


**Kingston Hill Academy
850 Stony Fort Road
Saunderstown, RI 02874**

Student/Family Handbook



November 2010

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Note: This Handbook is published on the KHA website: therefore, future revisions will be initiated electronically. Upon request, printed versions are available at the KHA Office.

I. Introduction

- A. **Welcome to Kingston Hill Academy!** Kingston Hill Academy (KHA) is a public (no tuition) charter school located in Saunderstown, Rhode Island. The School is operated under a charter granted by the Rhode Island Department of Education (RIDE) Board of Regents and follows RIDE regulations, assessment and teaching standards and all other requirements mandated for traditional public schools in Rhode Island. Teachers and teacher assistants are certified by the State of Rhode Island and meet highly-qualified status under the No Child Left Behind Act.

KHA opened in September of 2001 with just 40 Kindergarten students. Since that time, the school has grown to 180 students in Kindergarten through fifth Grade. KHA is chartered for up to 260 students, Kindergarten through eighth grade, and is exploring the opportunity of expanding the physical plant to accommodate middle school students.

KHA is sponsored by The Groden Center, Inc. which provides comprehensive and effective services for children and youth with autism, behavioral disorders, and other developmental disabilities. The Groden Center, Inc. has earned an international reputation for excellence and innovation in the fields of special education and human services.

KHA understands that the level of skill and dedication of our employees contributes to our success. For this reason, we strive to employ individuals who are committed to developing themselves and improving the lives of those they serve. KHA promotes employee development through extensive on-site training.

- B. **Our Mission:** KHA is dedicated to providing students with the opportunity for an inclusive, individualized, and challenging curriculum that supports them to reach their full potential.
- C. **Purpose:** This handbook will acquaint 1) students with important information about KHA school life and 2) provide parents/guardians with the knowledge to make informed decisions about their child's progress.
- D. **School Day Duration:** KHA commences its school day at **8:40 AM** and concludes at **3:10 PM**. Students are recorded as "tardy" if they report to school after 8:50 AM. See the "Arrivals" section of this handbook for more information.
Note: Unless your child is enrolled in The Groden Center Before School Program, there is no supervision prior to 8:30 AM. If students are dropped off earlier than 8:30 AM, they will be placed in the Before School Program at a cost of \$10.00 per day. Parents are required (at drop off) to sign in students utilizing the Before School Program.
- E. **Values:**
- ❖ Emphasis on early literacy and mathematics skills
 - ❖ Outcome-oriented and measured academic and social growth for all students
 - ❖ Family involvement

- ❖ Daily techniques promoting stress reduction and relaxation
- ❖ Full classroom inclusion of children with special needs

F. **Statement of Diversity:** We recognize the diversity of personal beliefs, political opinions, religious affiliations and cultural identities as a KHA strength. We are mindful of how our personal attitudes and opinions impact our decisions, conduct and interactions with others. In accordance with our policy of non-discrimination, we are vigilant to minimize any potentially negative effect these attitudes may have on the welfare of students, colleagues and families.

G. **Curriculum - see Page 8**

H. **Unique Attributes:**

- ❖ Full day Kindergarten
- ❖ Personalized attention through small groups and smaller class sizes
- ❖ Inclusion of children with special needs in general education setting
- ❖ Imagery and relaxation techniques
- ❖ Exposure to Spanish
- ❖ Title One tutoring (after school)
- ❖ Before and after school child care programs provided via The Groden Center, Inc.
- ❖ A supportive Parent Teacher Organization
- ❖ A warm and caring community environment for students and families
- ❖ Outcome-oriented curriculum that adapts to national/state standards and grade level expectations
- ❖ "Green" school ... no chemicals used on the KHA campus
- ❖ After School Enrichment Programs (drama, art, sports, etc.)
- ❖ An integrated arts program which supports curriculum standards
- ❖ Exploratory Learning Programs (ELPs), such as art, gardening, karate, chorus, etc.
- ❖ School improvement team (SIT)

I. **Advisory Board:** The KHA Advisory Board, which meets throughout the school year, oversees the school's planning and development. Members include parents, members from the sponsor organization (Groden Center), special and general education professionals, community partners, and university faculty.

2009-2010 Board Members include:

- ✓ Dr. Ellen Nelson - Founder and Community Professional
- ✓ Dr. June Groden - Groden Center Executive Director
- ✓ Lisa Davis - Groden Center Board Representative
- ✓ Alan Skiffington - Parent
- ✓ Deb Deion - Special Education Teacher
- ✓ Lewis Lipsitt - University Affiliate, Professor Emeritus, Brown University
- ✓ Johnna Bicknell - Teacher, KHA Staff

J. **KHA Website:** For the most current information on KHA, please access our website:
www.kingstonhill.org

II. Performance Standards

- A. **School Goals:** KHA objectives and goals are consistent with state performance standards as well as the Grade Level Expectations (GLEs) that are developed by the Rhode Island's Department of Education. KHA has utilized the standards and GLEs as a framework from which to derive measurable and objective outcomes for students across content areas and sub-skills. Thus, the KHA staff is able to report the skills that students can actually perform, and under what circumstances, as opposed to more abstract "understanding" of content area which is typically reported in public schools.
- B. **Measures for Assessing**
- C. **Achievement of our Standards (outcomes):** Measurement of curriculum outcomes, in the major content areas, is assessed throughout the year. KHA is constantly working toward the goal of continuous assessment and data collection for all possible curriculum outcomes as opposed to collecting and reporting data only a few times a year.

Throughout the year, KHA conducts formal assessments for reading and math achievement. The Lets Go Learn DORA and DOMA are used for reading and math assessments, respectively. The DORA and DOMA will be administered at least three times each year. The DRA (Developmental Reading Assessment) will be administered a minimum of twice per year. Additionally, we will use the Harcourt mathematics assessment tool.

In addition to formal assessments, families are invited to attend two conferences with teachers each school year (one conference with the child). This is in addition to other events and workshops that discuss the curriculum and family involvement. These events are focused on academics. KHA reports student progress each trimester. Progress reports include information about the above assessments in addition to the school curriculum objectives and progress on each child's academic and social growth.

- C. **How KHA Standards (outcomes) affect our Curriculum Decisions:** KHA has developed an outcomes-oriented continuum in each of the major content areas. We are able to evaluate individual and groups of students' progress within the curriculum and make adaptations and remediation where necessary. KHA is constantly working to refine the curriculum so that student outcomes can be observed concurrently with creating an environment in which children love to learn.
- D. **State and National Testing Results:** KHA participates in all mandated state and federal testing programs, such as the NECAP (New England Common Assessment Program).
- E. **Student Evaluation:** The evaluation of student performance is one of KHA's most critical, sensitive, and challenging responsibilities.
- F. **Parental Involvement at KHA:** Parents have personal relationships with the teachers and the administrator of the school. Parent representatives actively participate on the KHA Advisory Board as well as other school committees such as the School Improvement Team (SIT) and Parent Teacher Organization (PTO). KHA is continually working to include families in volunteer opportunities.

The importance of maintaining high levels of communication with the parents of our students cannot be overemphasized. KHA administrators and staff view parents as partners in the education of their children. Teachers make every effort to communicate with parents regarding any academic or behavioral difficulties that their child may be experiencing in the classroom. In summary, it is our belief that an informed parent is supportive and can be most helpful in bringing about a positive change in a student.

III. Curriculum

Curriculum and Instruction at KHA: The curriculum at Kingston Hill Academy is designed with the following in mind:

❖ **Guiding Beliefs:**

- ✓ Children need a safe, encouraging and nurturing environment
- ✓ Learning should be engaging and inspire children to be lifelong learners
- ✓ Children have different learning needs and the curriculum and instruction must meet those needs
- ✓ Fostering confidence is the key to success
- ✓ Data will drive decision making
- ✓ Education should integrate the social, physical, and emotional needs of all learners
- ✓ High expectations lead to increased student achievement.

❖ **School Goals:** KHA will make Adequate Yearly Progress (AYP) as established by the No Child Left Behind (NCLB) statute.

- ✓ Student proficiency rates will increase by at least 3% each year (until the optimum is reached) as indicated by student performance on the New England Common Assessment Program (NECAP).
- ✓ Standards-based practices will be used in each classroom
- ✓ Our curriculum and instructional methods will meet the academic, social, physical, and emotional needs of all students.

Overview:

Literacy/English Language Arts: Literacy/English Language Arts at Kingston Hill Academy focuses on providing high-quality instruction, identifying potential reading difficulties and developing literacy skills so that students may become life-long readers. Descriptions of the programs we use are below.

- **Literacy by Design®:** Literacy by Design (LBD) is a new, comprehensive, research-based reading and writing program for grades K-5. The program focuses on the reciprocal relationship between reading and writing teaching students to read like writers and write like readers. The program incorporates instruction in each of the following areas: phonics and phonemic awareness, fluency, vocabulary, comprehension, writing, grammar, and spelling, and uses instructional strategies that connect comprehension strategies across whole group, small group, and independent settings. LBD allows teachers to take each student's level into consideration and differentiate instruction to meet individual needs.
- **Empowering Writers:** The Empowering Writers program uses techniques, lessons, and methodology that relate to real world experiences. Designed and implemented over a five-year period, the program was fine-tuned to bring a consistent and effective approach to the instruction of writing. Empowering Writers supports the teaching of state standards. The Empowering Writers program supports the following principles:
 - ❖ Understand that student responses are only as good as the quality of the questions we ask.
 - ❖ Recognize that since children know more than they can articulate, we must model vocabulary that empowers self-expression.

- ❖ Teach the underlying structure and framework on which good writing is built and into which creativity is poured.
- ❖ Provide students with consistent, assured writing experiences, building upon one another in a logical, sequential fashion.
- ❖ Offer whole class instruction, teacher modeling, guided practice opportunities, a logical scope and sequence for instruction and clear, measurable expectations.
- ❖ Establish consistency across and between grade levels in regard to specific writing skills, common vocabulary, and learning outcomes

Mathematics: Every student needs and deserves a rich and rigorous mathematics curriculum that is focused on the development of concepts, the acquisition of basic and advanced skills and the integration of problem solving experiences. Kingston Hill Academy encourages educators to provide such challenging mathematics opportunities to foster the growth of intelligent, thoughtful and mathematically literate members of society. At Kingston Hill Academy we use an integrated approach to mathematics outlined in the program description below.

➤ **Harcourt Math:** HSP Math is a new basal K-6 math program from Harcourt School Publishers. HSP Math, carefully reviewed by mathematicians, offers an assortment of learning materials designed to provide students with meaningful and diverse educational experiences. It also provides teachers with instructional materials that offer easy planning, options and suggestions for every stage of instruction. It aligns with the State of Rhode Island's Grade Level Expectations (GLE's) in the following areas: numbers and operations, geometry and measurement, functions and algebra, and data, statistics, and probability.

Science: A foundation in scientific literacy prepares students to be confident and capable lifelong learners who are equipped with the skills needed to access, understand, evaluate and apply information in various contexts. Regardless of their academic standing, all students should have access to a rich and challenging science curriculum that will promote scientific literacy, while inspiring and supporting advanced study and science-related careers.

Kits in Teaching Elementary Science (KITES): "KITES" is the East Bay Educational Collaborative's K-6 Science curriculum. It stands for "Kits in Teaching Elementary Science." The KITES model is based on the premise that five areas must be addressed: 1) top-notch standards-based curriculum materials, 2) a system of replenishment and delivery to teachers, 3) an on-going program of professional development, 4) a way to assess the program and its effectiveness with students and 5) a program to build community and administrative support. The KITES curriculum is based on the use of science curriculum materials in the form of kits that were developed through funding from the National Science Foundation supporting national standards for science. The KITES Program is part of a national movement that supports an inquiry-centered approach to learning science. There is a great deal of research that suggests that student achievement is enhanced with this kind of program. In addition, the connection is being made between improved reading and writing scores of students who engage in inquiry science experiences where these skills are emphasized.

Social Studies: Social Studies at Kingston Hill Academy is taught with the primary focus being the development of language-based skills, like reading, writing, speaking and listening. A rich and diverse set of historical and modern-day content that is enhanced by our literacy program drives our curriculum and

provides students with multiple opportunities to think critically, express their views, and develop the skills necessary to participate in the modern world.

Physical Education: The goal of physical education at Kingston Hill Academy is to verse students in the concepts associated with health and wellness and provide students with the tools to build and maintain a healthy lifestyle. Students learn about various exercise and sports techniques, health issues, cooperation and self care. Emphasis is also placed on teamwork and good sportsmanship.

NECAP Preparation: The New England Common Assessment Program (NECAP) is administered to all 3rd, 4th, and 5th grade students each fall. This test is an assessment of student aptitude in the areas of Language Arts (Reading and Writing) and Mathematics. A science NECAP is administered to 4th graders each spring. Students are expected to meet proficiency levels in all areas of the test. Kingston Hill Academy's overall approach to its curriculum is designed to help students achieve at proficient levels on the NECAP.

Spanish: Spanish language exposure is one of the unique attributes of KHA. Students are exposed to basic vocabulary and the principles of conversational Spanish. It is our hope that students will gain a basic understanding of the language and experience great success with language learning in their future educational years.

Art and Art Integration: Students at Kingston Hill Academy are offered the opportunity to enhance their knowledge of the visual arts by receiving instruction focused on design and technique. Students are able to participate in activities that are of interest to them, create and express their perspectives, critically evaluate artistic pieces and develop an appreciation for various art forms while learning methods and techniques that artists use to create. In addition to more traditional art instruction, students participate in one Art Integration session each week. The Arts Integration Specialist and the classroom teacher collaborate to develop art experiences for the students. They are designed to enhance the curriculum and provide alternate ways for the curricula through art.

Music: Each week students receive music instruction. Music at KHA is intended to teach students about an art form based on creating, performing and responding. KHA believes that the more students understand the basic elements of music the more they will enjoy the experience. Music class at KHA offers a variety of opportunities to explore methods of artistic expression and enhance personal creativity.

Methods of Instruction: The Kingston Hill Academy curriculum encourages use of a variety of pedagogical methods to meet the diverse needs of our students. Teachers regularly evaluate students and make appropriate modifications to their lessons based on individual needs. The wide range of student abilities makes this type of pedagogical responsiveness and differentiation necessary for student success. Kingston Hill Academy seeks to motivate students by creating relevant and meaningful learning experiences in which all students can experience success.

Kingston Hill Academy seeks to impart curriculum in a constructivist frame. That is, the students actively construct their understanding while interacting with the content, the teacher and each other. They are responsible for their learning. The staff is there to guide, to hold high expectations, to organize a series of relevant experiences and to present content and information. The staff models

appropriately for students and provides multiple opportunities for students to practice new skills and demonstrate success.

The curriculum at Kingston Hill Academy is a living framework, changing and adapting to student needs and state standards as required. Kingston Hill Academy believes that a curriculum must address the very real demands of the world we live in, and we are systematically refining and improving the curriculum in purposeful and meaningful ways.

IV. Code of Conduct

A. KHA School Rules:

- ❖ **Be Safe**
- ❖ **Be Kind**
- ❖ **Be Respectful**
- ❖ **Be Responsible**

B. Behavior Guidelines: KHA believes that behavior management begins in the classroom as most offenses are minor and best handled in the environment in which they occur. When a student violates a school rule, consequences will be administered commensurate with the offense.

Specifically:

- a. Minor offenses will be handled by the respective teacher and/or teacher assistant.
- b. Major offenses will be documented and delivered to the Principal/designate. Consequences for major incidents will be administered by the Principal/designate and may include, but not limited to:
 - ❖ Lunch detention
 - ❖ Loss of privileges

Specific consequences and behavior interventions (social skills groups, video modeling, imagery, etc.) will be initiated for repeat offenders. As necessary, the assistance of the Behavioral Consultant will be sought.

Aggressive Behavior:

Aggressive behavior, such as hitting, kicking, spitting, choking, scratching or biting with the intent of purposely harming another person (adult or peer) will be handled in the following manner:

- ❖ **First Offense:** Possible loss of privileges. A behavior form will be sent home and/or a phone call will be placed to the parent/guardian
- ❖ **Second Offense:** Conference with student, parent, teacher & principal
- ❖ **Third Offense:** Appropriate action will be determined at the time of offense. In extreme cases, suspension will be considered.

In-School Suspension:

- ❖ The purpose of in-school suspension is to isolate students during the school day.
- ❖ Teachers will provide class work for students to complete while they are serving a suspension.

Out of School Suspension:

- Out-of-school suspension will be considered as a consequence only after meeting with parent/guardian, teaching staff, and administrators.
- Behavior intervention plans will be recorded for any student who commits more than three offenses of aggression in a school year.

Please note:

During any situation where students are isolated from the general population due to behavioral transgressions, students have the following rights:

- Access to curriculum: The student will have full access to the curriculum, simulating the general education setting. Additional curriculum activities will be available to students that require in-school suspension.
- Breaks from physical setting: Lunch will be provided in the designated location.
- The student will be allowed bathroom/water breaks as needed.
- If snack time is a part of the student's day, that will be provided.
- Recess will be allowed (to promote physical activity) in certain circumstances.
- During suspensions, the Principal/designate is responsible for supervision.

C. Bullying Policy:

Bullying is prohibited at KHA. For the purposes of this policy "bullying" refers to harassment, intimidation or aggression on a consistent basis. The prevention of bullying is part of the school's strategic plan.

❖ Definition of Bullying:

- ❖ Bullying occurs when a student (or a group of students) organizes a campaign of shunning against another student or when a student (or group of students) maliciously spreads rumors about another student. In most circumstances bullying does not include a mutual fight between two students of roughly equal strength who are angry with each other. Such fights are subject to discipline as a violation of school rules prohibiting fighting.
- ❖ Bullying is an intentional written, verbal or physical act or threat of a physical act that, under the totality of circumstances:
 - ❖ A reasonable person understands it will have the effect of physically or emotionally harming a student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, or placing a student in reasonable fear of damage to his or her property.
 - ❖ Sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

❖ Definition of "At School":

- ❖ In the context of this policy, the phrase "at school" includes the following places and situations:
 - ❖ In classrooms
 - ❖ In all common areas
 - ❖ On school property
 - ❖ Immediately adjacent to school property
 - ❖ On a school bus or other school vehicle
 - ❖ At school bus stops
 - ❖ At any school-sponsored activity or event, whether or not it is held on school premises

- ❖ Disciplinary Sanctions:
 - ❖ Disciplinary sanctions for bullying may include any of the disciplinary actions listed in this handbook, including the following:
 - ❖ Loss of the opportunity to participate in extracurricular activities
 - ❖ Loss of the opportunity to participate in school social activities
 - ❖ Loss of school bus transportation
 - ❖ In-school suspension
 - ❖ Short-term school suspension (<=10 days) or long-term school suspension (>10 days)
 - ❖ Admonitions, warnings and counseling
 - ❖ Reports to the police and/or DCYF
- ❖ Reporting Bullying: The victim of bullying, anyone who witnessed the bullying and anyone who has credible information that an act of bullying has taken place, may file a report of bullying.
- ❖ Responsibility of Staff: School staff will take all reasonable measures to prevent bullying and will report all acts of bullying that come to their attention. In this context, the staff includes volunteers working in the school.
- ❖ Instruction in the Prevention of Bullying: Students and staff have been given instruction in this school's policy and regulations against bullying. This instruction includes methods of discouraging and preventing bullying, along with instruction on how to file a complaint against bullying and the disciplinary action that may be taken against those who commit acts of bullying.
- ❖ Responsibility of Students: Students who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place are obligated to report the bullying to school authorities. Failure to do so may result in disciplinary action. The victim of bullying shall, however, not be subject to discipline for failing to report the bullying.
- ❖ Investigation of Bullying: The Principal/designate will investigate all allegations of bullying. If the allegation is found to be credible, appropriate disciplinary sanctions, subject to any appropriate due process procedures, will be imposed. The investigation will include an assessment of the impact the bullying has had on the victim.
- ❖ Victim Assistance: If the victim's mental health has been placed at risk, appropriate referrals will be made. If the bullying included a violent criminal offense, the victim of the bullying will be informed of any school transfer rights s/he may have under the Federal No Child Left Behind Act.
- ❖ Prohibition Against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying or those investigating an incident of bullying will not be tolerated. In most cases, retaliation, or a threat of retaliation, will result in the imposition of a short or long-term school suspension and, in appropriate cases, referral to the police.
- ❖ Prohibition Against False Reports of Bullying: False reports concerning bullying will be subject to appropriate school discipline including short or long-term suspension from school.
- ❖ Police Notification: When the bullying involves conduct that violates the criminal law, the police and DCYF will be notified.

D. Student Flight Crisis Plan:

If a student leaves a classroom, or the KHA building, in an agitated state and without permission, the following procedure will be implemented:

- ❖ The teacher will use a walkie-talkie to call the school office communicating 1) his/her name and grade and 2) informing the school office that there has been a student flight.
- ❖ The school office will notify an adjacent classroom teacher that his/her assistance may be needed.
- ❖ An administrator/school nurse and the classroom teacher will follow the "flight" student keeping the office updated.
- ❖ A special services teacher will assist in the search, informing the school office about its breadth.
- ❖ The person who locates the student will contact the school office to report the "all clear" signal. The student will immediately be brought to the school office.
- ❖ Upon arrival at the school office, the Principal/designate and the special services teacher will meet with the student to not only stress the seriousness of the action but also to prevent a recurrence.
- ❖ Notification/meeting with parent/guardian.

E. Weapons

No toy or bona fide weapons (guns, knives, etc.) will be allowed on school premises or on a school bus at any time. Specifics follow:

- ❖ Toy Weapons: If a student brings a toy weapon to school, it will be confiscated immediately. The student's family will be notified and the object will be returned to the parent/guardian on a subsequent visit to the school.
- ❖ Bona fide Weapons: If a child brings a bona fide weapon to school, the police will be notified immediately. In addition to the weapon being confiscated, the student's family will be notified, as well as all other KHA families, so that the seriousness of this issue can be fully discussed. The principal/designate will schedule a school assembly to formally address 1) the overall situation and 2) to respond to student/staff questions and concerns.

V. Health Guidelines

A. Student Illness Guidelines:

The following guidelines will be observed for the respective illnesses:

Illness:	Student may return to school when:
❖ Fever over 100 degrees	❖ Fever free for 24 hours without medication
❖ Diarrhea/Vomiting	❖ Free from diarrhea and vomiting for 24 hours
❖ Head Lice (Pediculosis)	❖ After treatment, student must report to the Health Office prior to reporting to the classroom
❖ Fifth's Disease	❖ Fever free for 24 hours without medication; rash permitted.
❖ Pink Eye	❖ 24 hours after start of antibiotic
❖ Strep Throat and Scarlet Fever	❖ 24 hours after start of antibiotic
❖ Common Cold Symptoms	❖ Keep student home if fever is above 100 degrees, sore throat, excessive cough, and/or large amount of nasal drainage.

B. Student Accident Reports: All serious accidents will be reported to KHA families. If a child requires immediate medical attention, the school nurse will first call 9-1-1, then contact the family (see guidelines for calling rescue).

C. Medication:

Whenever possible, medication should be administered outside the normal school day. Students needing medication during the school day are required to have a parent/guardian bring the medication to school with a signed authorization.

Prescription medication requires a doctor's authorization along with parental authorization and must be in its original pharmacy-labeled container. All medication will be stored in the Health Office.

Non-prescription medication requires a parental authorization. Non-prescription medication must be in its manufactured labeled container. All medication (including cough drops) will be stored in the Health Office.

No student may have any medication (including cough drops) in his/her possession while on school property, unless authorized by the school nurse. The school nurse will notify the classroom teacher regarding students with medical conditions.

D. Guidelines for EMT Outreach:

The following guidelines will help clarify the situations which necessitate EMT outreach in response to a specific student injury. These guidelines are not exclusive, and there may be other guidelines for incidents when EMTs may be called. The following conditions/injuries are examples of occasions necessitating the need to contact EMTs:

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

E. Wellness Policy/Rationale: The KHA school nurse and its administration are responsible for implementing its Wellness Policy through its school improvement and governance structure. Research proves that healthy children are better prepared to learn in school. KHA, in compliance with federal and state laws, promotes regular physical activity, good nutrition and wellness, as part of the total learning environment. The School supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Food within the school environment should support classroom nutrition lessons. Improved health optimizes student and staff potential for academic performance and helps ensure that no child is left behind.

F. Celebrations, Birthdays, Bake Sales, Etc.

Celebrations are social events that do not substantively advance the school's curriculum (as opposed to food used in the case of curriculum-based activities). During school hours, to avoid the potential of food borne illness and to reduce allergic reactions to food, home-prepared products such as cakes, cookies, cupcakes, brownies, etc. will not be allowed to be shared or sold in order to support a healthy school environment. Birthday or holiday events are examples of celebrations. Due to the importance of providing a supportive environment where students practice healthy behaviors, the following will apply for school celebrations:

- ❖ Candy and gum are not permitted
- ❖ No home-prepared products, such as baked goods, will be shared or served
- ❖ Families should not supply foods for celebrations; non-food items, such as stickers, bookmarks, pencils, or other small items are encouraged.
- ❖ Food-based celebrations planned and run by the school must serve food that is nutritious, tastes good and provides students an opportunity for nutrition education experiences and food allergy awareness.

G. Food used in conjunction with curriculum based activities:

- Ingredient lists will be available for all food served.
- Foods and the activity in which the food is used must be specifically linked to the curriculum.
- All individuals (students and staff) who bring food into school shall review and follow food safety procedures.

H. Incentives, Rewards and Recognition:

- Candy and gum are not permitted.
- Opportunities for physical activities are encouraged for positive reinforcement, recognition, and/or reward.
- Food may be used when found to be essential by a student's educational program team. In such cases, every effort should be made to make the incentive as nutritionally sound as possible.
- This restriction does not apply to recognition events; however, such events shall utilize balanced, nutritious, and healthy foods.

I. Fundraising:

- All fundraising projects for sale and consumption within, and prior to, the instructional day will follow the national and state nutritional standards.
- Fundraising products sold that are to be baked at home, such as frozen pies, are acceptable as long as they are not to be consumed during the school day. Parents/guardians are responsible for picking up the item(s) being purchased.
- Candy will not be sold for fundraising prior to or during the school day. Candy is defined as any processed food item that has sugar [including brown sugar, corn sweetener, corn syrup, fructose, glucose (dextrose), high fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar (sucrose), and syrup] listed as one of the first two ingredients AND in instances where sugar is more than 25% of the item weight.

J. School-Sponsored Events:

For school sponsored events such as dances, athletic events or performances or other events outside the school day, it is recommended that national and state nutrition standards be followed and water be offered at all such events.

3. Intervention System

Interventions are targeted instruction based on student needs. They are designed to be coordinated with and enhance the comprehensive curriculum that is provided in general education.

4. A Way to Monitor Progress

Progress monitoring assessments are quick probes that provide teachers with on-going information about students' response to intervention. The goal of these assessments is to provide teachers with data to answer two questions:

1. Is s/he making progress towards a grade-level expectation or long-term goal?
2. Is s/he making progress towards mastery of a targeted skill?

5. In Some Cases Part of the Special Education Process

For some students the strategic decision making process of Response to Intervention continues and is used as part of the process that identifies a student with a learning disability.

Special Services:

- A. Referral and Intake:** KHA will collect data from all available sources to determine a student's individual needs, including type(s) and level of care, resources, and settings for delivery of services. This information will be used in determining (a) if additional resources will need to be obtained to appropriately serve the child and/or (b) if referrals to additional providers need to be made to ensure comprehensiveness of care

KHA will designate an individual who will be responsible for coordinating its referrals, including responding to inquiries, gathering and summarizing referral data, scheduling screening activities, coordinating the decision-making process, and communicating with families and referral agencies. Program clinicians will be responsible for reviewing student referral data, participating in screening activities, assessing student and family treatment and level of care needs, and contributing to the decision-making process. The Principal or her/his designee will be responsible for completing the contracting process with the funding agent(s). The Finance Department will develop and/or approve program fees included in any contractual agreements.

- B. Referral Process:** When information is provided about a potential referral, the basic demographic information about the student will be recorded, including the reason for the inquiry, the services being requested and action taken to proceed with the referral and obtain records. All identified records will be obtained prior to proceeding with the process to ensure that the necessary information is available from which to assess student needs. If a referral is determined ineligible at this point, according to the criteria, the reasons will be communicated in writing, and/or in person, to the family.
- C. Screening Process:** For referrals who meet the eligibility criteria, a screening will be scheduled with the child at a site defined by the program. The screening will include an interview of the parent/guardian and assessment of the student in pertinent areas related to the program's services. The student assessment may include such activities as informal testing, observation, and/or interviews of other providers. During the screening process, the family will be provided with written

information about program services that are available. The screening information will be summarized by the screening team and reviewed by a designated committee that includes qualified clinicians who will determine where the student's need can best be met. If additional services are identified that will need to be obtained outside of the program, the Principal will communicate this condition to the

referring agent for action prior to acceptance. Referrals and screenings will be handled in a timely manner, according to the federal guidelines.

- D. Admissions Process:** Prior to the initiation of services, the family will be oriented to the program, informed in writing of rights and expectations, involved in developing an educational plan and assisted in completing any necessary documents.
- E. Planning the Individualized Education Plan (IEP):** Prior to the IEP meeting day, the Treatment Team, specialists, family, and student, if appropriate, meets to discuss programming priorities. This process is critical because it (a) involves the family and student in the beginning stages of the planning, (b) ensures a team approach to determining priorities, (c) coordinates Area Plans and avoids duplication and (d) establishes amounts of program time for the priorities.
- F. 504 Plan:** The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

❖ Sequence of Responsibilities:

Task	Individual	Timeline
1. RTI	Classroom Teacher Special Services Coordinator	90 Days
2. A meeting will be scheduled with the parents and student to plan the IEP. A letter confirming this meeting (<u>IEP Planning Confirmation</u>) and its location will be initiated.	Special Services Coordinator	
3. Assessment instruments administered to determine strengths and deficits.	Appropriate special services staff	60 days
4. The IEP Planning Meeting will be held. It is preferable that the meeting include the parent, treatment team, and specialists. Information to have available at the meeting(s) includes: <ul style="list-style-type: none"> • Progress Report • <u>Student Evaluation Recommendations</u> (any evaluations conducted during the year should be reviewed at the planning meeting.) • Parent Information • Any other assessment material 	Principal Classroom teacher Special Services Provider(s) Parent(s)	
5. The <u>IEP Planning Guide</u> is used to draft the IEP during the Planning discussion. The first page of the <u>IEP Planning Guide</u> is completed at the meeting, designating staff responsible for preparing area plans in designated curriculum areas and the time allotted to each area. Each person will need this information <i>prior</i> to being able to prepare area plans.	Special Services Coordinator	During meeting
6. Staff will be designated to write the individual area plans. Progress reports will be completed, noting objectives met and those off-target.	Special Services Coordinator	During planning meeting
7. Progress reports will be completed & forwarded to families.	Special Services Coordinator	Each trimester

VII. Attendance

Attendance: Rhode Island State Law requires parents to ensure that their children attend school on a regular basis. Daily attendance is a key factor in student success; thus any absence from school is an educational loss for the student. Therefore, please make every attempt to refrain from picking up students early as there is valuable classroom time through the end of the school day. However, if a parent/guardian requests that a student be released early, families will notify the school in writing. Please refer to the "Dismissals" section of this handbook for additional information.

- ❖ **Absences:** When a student is ill, his/her parent/guardian shall notify the school by 9 AM. Notification may be made by calling the school or health office. After 10AM, the school nurse will contact any parents/guardians whose child is absent without notification.
- ❖ **Tardiness:** Students who arrive at school after **8:50 AM** are considered tardy and must report to the school office accompanied by a parent/guardian, who will sign the student into school. The only excuses for tardiness are medical emergencies and doctor's appointments. Please remember that tardy students interrupt the classroom and valuable learning time is lost. Every effort should be made to schedule various appointments after school hours. Family vacations are not excused absences, as vacations should be planned in accordance with school breaks.
- ❖ **Repetitive Absences/Tardiness:** Repetitive absences and tardiness impact educational progress. Where there is a pattern of excused absences or tardies to a degree that threatens educational progress, there is reason to intervene. Therefore, each month, the school nurse and an administrator will review instances where students have exceeded the monthly standard (defined as >2 absences or >3 tardies). During the monthly review, cases may be identified for further investigation based on the following criteria:
 - ❖ A repeated pattern of absenteeism
 - ❖ Chronic illness lacking documentation
 - ❖ Absenteeism linked to poor or declining school performance
 - ❖ Other issues raising concern for student welfare or school performance
 - ❖ Instances where further investigation during the monthly review warrants action, the following steps may be taken:
 - ✓ A letter alerting the family to the situation, warning of the consequences of absenteeism and offering to meet with parents/guardians
 - ✓ A request for documentation around the absenteeism
 - ✓ A conference and, dependent on educational progress, additional support, investigation and referral opportunity
 - ✓ A referral to Truancy Court

VIII. Arrivals & Dismissals

- A. Arrivals:** We encourage all eligible students to arrive at school on their assigned bus. If parents choose to drop off a student at school, the parent/guardian may do so between **8:30 AM and 8:40 AM**. In fair weather, parents/guardians may drop off children on the right side of the school building adjacent to the Multi Purpose Room. A teacher assistant will be positioned in this area to ensure the safety of the student.

During inclement weather, the student may be dropped off at the front entrance of the school. For convenience, there are three parking areas designated as Parent Pick Up/Drop off areas. This parking area is for short term parking only.

Students reporting to school after **8:50 AM** will report to the school office with a parent, who will sign the student into school. The student will be issued a late slip, which will ultimately be presented to the respective teacher.

- B. Dismissals:** Parents may report to the Multi Purpose Room beginning at 3 PM; please have identification available, if necessary. Under no circumstances will a student be released to a non-authorized person. No child will be released to an individual who does not have proper identification.

If an alternate is picking up a student, either 1) a written note must be received by the school office on the morning of the change OR 2) a call must be received by the school office by 2 PM on the day of the change. Alternate parties registered at the school require permission from the parent or guardian, so please ensure that the proper steps have been taken to ensure a smooth dismissal.

At 3:10 PM, dismissal announcements will commence. Students being picked up will proceed to the Multi Purpose Room in the order that their grade is called. After all students being picked up have arrived at the Multi Purpose Room, all students returning home via bus transportation will be called in the order of arrival at the school. After bus students have been dismissed, children in the After School Child Care or After School Enrichment programs will report to the appropriate location.

- C. Changes to Dismissal Routines:** In the event that a typical dismissal routine requires a change, parents/guardians must forward a signed note to the classroom teacher. At a minimum, the note should include the student's full name, the teacher's name, the time of pick up and the full name of the person who will be picking up the student.

- D. Transportation to KHA is provided by the following school districts:**

- Narragansett
- North Kingstown
- RIDE (Chariho & Exeter)
- South Kingstown
- Westerly

❖ **While on school buses, KHA student behavior is strictly enforced. Rules that should be followed include:**

1. Be on time
2. Be prepared and ready to enter and exit bus
3. Follow the directions of bus driver and bus monitor
4. Allow anyone to sit next to you
5. Use appropriate words and quiet voices
6. Keep the bus clean
7. Sit and stay seated while the bus is in operation
8. Keep hands and feet to yourself
9. Do not touch your fellow passengers
10. Keep aisle clear at all times

Note: If inappropriate behavior occurs while riding the bus, a bus conduct form will be completed by the driver and reviewed by the Principal/designate. Appropriate disciplinary action will result.

IX. Meals (Lunch/Breakfast/Milk)

- A. KHA provides free and reduced-price meals in accordance with the USDA School Meal Program. Therefore, it is the School's goal to provide nutritious meals or milk to all students, regardless of the household's ability to pay.
- B. KHA has contracted with Chartwells to provide meals and milk on a daily basis. Confirmation of meal orders must be received by the school office each morning by 9:15; therefore, if your child requires a lunch on a day that s/he may be tardy, please notify the school office by 9:15 AM. This becomes very important, as KHA does not have kitchen facilities and may not be able to provide lunch to a student who hasn't confirmed his/her lunch order.
- C. Accordingly, breakfast and lunch are available daily on a pre-pay basis (for electronic payments, please refer to the section below entitled Nutrikids). To easily order meals or milk on a monthly basis, the KHA Office will forward (electronically or hard copy, as appropriate) a cover letter, menu and order form. Although teachers and students are made aware of daily meal/milk orders, all meals are confirmed by students (or parents/guardians) on the day that lunch is served. This confirmation allows for changes, such as early dismissals, absences, etc. If parents do not order meals/milks in advance, they may do so by sending a note and the cost of the item being purchased on the morning of the day that an item is needed.
- D. KHA Policy regarding Free and Reduced Price Meals:
- ✓ Program Administrator: The KHA Office Manager, under the direction of the Principal, will make all determinations of free or reduced price meal eligibility. Eligibility will be determined using current guidelines published by the State of RI.
 - ✓ Applications will be forwarded to all incoming student families each August. Applications received by the KHA Office will be reviewed and eligibility determined within three (3) business days. Notice of eligibility will be forwarded to the parent/guardian completing the application.
 - ✓ Status of students who are directly certified will be updated immediately upon receipt of related documentation from the State of RI.
 - ✓ An identification card will be issued to all students receiving meals. This card will, in no way, distinguish a student's meal status, i.e., full pay, free or reduced.
 - ✓ KHA will abide by all procedures established for hearings and nondiscrimination practices.
 - ✓ A copy of the application form and letter to households will be available in the literature rack (adjacent to the KHA main entrance) daily.
 - ✓ The status of returning students (who have previously qualified for free or reduced meals) will be grandfathered for the first 30 school days. If documentation confirming the extension of the student's status is not received within this timeframe, the status will return to full pay until such time as the appropriate documentation is submitted.
- ✓ Meal and milk prices for the 2010-2011 school year are:
- Breakfast:
 - \$1.40 per serving for full-price students
 - \$0.30 per serving for students who qualify for reduced meals

- Lunch:
 - \$2.75 per serving for full-price students
 - \$0.40 per serving for students who qualify for reduced meals
- Milk costs \$0.65 per serving

✓ *Please note: Milk is provided with breakfast and lunch at no additional cost. If milk is purchased without a meal, a cost of \$0.65 is assessed to all students (regardless of status).*

- E. **Nutrikids:** KHA families purchasing meals/milk may initiate electronic payments (via PayPal, debit or credit card) at www.MyNutrikids.com. When first accessing the system, users must enter the school zip code (02874) and the student's identification number. The student identification number can be found either on the student's monthly statement or, if unavailable, obtained at the KHA Office.
- The charge for usage of www.MyNutrikids.com is \$1.75 per transaction; however, payments for multiple students may be made during a single transaction. Functionality includes the ability to set up low balance fee reminders and provides parent/guardians with the ability to review transactions and balances at any time.

X. Before & After School Child Care "Club Eagle"

On school days throughout the year, child care is available to KHA students via The Groden Center Before/After School Program. The "Club Eagle" hours of operation are:

- ❖ Before: 8 AM - 8:30 AM
- ❖ After: 3:15 PM - 5:30 PM
- ✓ *Please Note: The curricula of all programs is reviewed and approved by KHA's Curriculum Coordinator.*

- ❖ **Mission:**
 - ❖ The mission of these Programs is not only to provide child care, but to also provide a safe, enjoyable atmosphere to students at the end of the school day. On a daily basis, students are provided with a healthy snack, a block of time to play (indoors/outdoors, as weather permits), and a block of time to focus on homework, if applicable.
 - ❖ These Programs are provided on a pre-pay basis. The costs follow:
 - ❖ Before: \$10.00 per day with a maximum weekly cost of \$30.00
 - ❖ After: \$12.50 per day
 - *Note: The Groden Center, Inc. is approved by the RI Department of Education (RIDE) to provide child care. As a provider, KHA makes available to qualified students child care assistance. For more information regarding your child's status, please contact RIDE or speak with your case worker.*
 - ❖ During before and after school child care, students are expected to adhere to KHA School Rules. Major infractions will be reported to KHA administration and appropriate action will be taken.

- ❖ Child care payments should be made payable to The Groden Center, Inc.

- ❖ If you have any questions regarding child care, please contact the Office Manager

XI. Student/Family Events

The following are typical events held not only for the enjoyment of students, families and staff, but also to promote collegiality across the KHA community. Some or all of these events will be held each school year:

Arts Night: In late winter or early spring, KHA celebrates the artistic creations and musical talents of our student body. Parents are heartily welcomed to attend this event.

Book Fair: KHA's book fair is typically held each year in late March or early April. The PTO sponsors and staffs this event that allows students the ability to purchase school-approved books & related items.

KHA Craft Fair: The Craft Fair provides a venue where students can make crafts suitable for gift giving. This event is usually scheduled in late fall/early winter.

Drama Presentations: Throughout the year, Drama classes are offered to students of all ages. At the conclusion of these six-week sessions, a presentation around the theme of the class is presented; families are encouraged to attend these presentations in support of their budding thespians.

Spring Fling/Family Fun Night: This event, scheduled in May and sponsored and staffed by the PTO, provides a fun and safe environment for students and their families to interact.

Father (or adult male of student's choice) - Daughter Night: In early spring, the PTO sponsors an event for fathers and daughters. Additional communication around this event will be forwarded as the date nears.

Field Day: Field Day is generally held at the conclusion of the school year. During this event, students and staff participate in various fun-filled activities. The PTO, and various volunteers, cook & serve lunch for all participants.

Holiday Sale: The Holiday sale is traditionally held during the month of December. Myriad gifts for friends and family are available for students to purchase. Gifts cost \$2.00 each with a maximum of five purchases per student. Gift purchases for families who are financially challenged may be funded via the KHA Friends Fund.

Jump Rope for Heart: This event is a fun-filled educational fundraiser that benefits students/adults with heart disease. The PE Teacher chairs this event.

KHA Gear: KHA-themed gear, such as sweatshirts, t-shirts, bags, etc. are available for purchase at various intervals throughout the school year.

Mother (or adult female of student's choice) - Son Night: In mid spring, the PTO will sponsor an event for moms and sons ... communication around this event will be forwarded as the date nears.

Open Mic Day: Open Mic Day is typically held during the final week of the school year. It provides a venue for students to showcase their personal talents on an individual or group basis. Parent attendance is encouraged.

Fundraisers: Throughout the school year, KHA students will have the opportunity to participate in various functions to benefit non-profit organizations/causes.

Pancake Breakfast: The Pancake Breakfast is an annual event organized and executed by fifth grade students. Proceeds from this event are used to defray the cost of the class's end-of-year field trip.

Pumpkin Walk: The Pumpkin Walk is an event held in October. At this event, students dress up in costumes and participate in various activities, such as pumpkin carving, hayrides, etc.

Spirit Week: Spirit Week is generally held in late winter or early spring. During this week, students and staff express their creativity and individuality based on a number of themes, for example, crazy hair day, decade day, favorite sports team day, island day, etc.

Square One Art: Square One Art is a vendor that the KHA PTO employs to replicate student art work in many different forms, including magnets, key chains, tiles, etc.

Thanksgiving Feast: The Thanksgiving Feast is held each year one week prior to Thanksgiving. Through donations, a turkey dinner is provided free of charge to students and staff.

Tubing: Tubing is an event offered to KHA students during the month of February, weather permitting. At a minimal cost, students are bused to Yawgoo Valley for approximately two hours of tubing. The PTO provides pizza and hot chocolate for this event.

Please note: Transportation to Yawgoo Valley Ski & Sports Park is provided by KHA. However, at the conclusion of the event, parents are required to pick up at the Park.

Note: Although the PTO funds, or partially funds, many of the above events, in many cases, KHA families are required to remit payment. If payment is made in the form of a check and the check is subsequently returned for insufficient (NSF) funds, the maker of the check is responsible to submit funds in cash for both the event/product and the NSF fee of \$25.00. Additionally, upon receipt of a NSF check, future purchases must be paid in cash.

XII. General Guidelines

- A. **After School Enrichment Programs:** After School Enrichment programs are offered to KHA students throughout the school year. These programs are generally 4-6 weeks in duration. Programs may include drama, art, and sports. Program notification will be communicated to parents approximately 10 days prior to the program's start date. These programs will be assessed a fee commensurate with length of program and required materials. Families requiring financial assistance are required to forward the application and fee waiver request to the Curriculum Coordinator.
- B. **Asbestos Awareness Notification:** A copy of the KHA's AHERA (Asbestos Hazard Emergency Response Act) Inspection and Management Plans are kept on file in the KHA Principal's office.
- C. **Cancellation of School:** The decision to cancel school due to severe weather conditions, or other emergencies, is at the discretion of the KHA Principal/designate. In most cases, KHA's school cancellation policy will mirror that of the South Kingstown School District. The Blackboard Connect system (which automatically contacts parents/guardians via phone/email) will be utilized whenever there are emergency conditions. Additionally, KHA will post school cancellations on websites of all RI-based television stations.
- D. **Cell Phones:** Students who have cell phones must keep the phones in their backpack in the "off" mode while in school.
- E. **Classroom Maintenance:** The maintenance of classroom areas is a responsibility shared by all who utilize them. Teachers, teacher assistants, as well as students, are expected to do their share to ensure the appropriate cleanliness and appearance of each instructional area. At the conclusion of each school day, the following tasks should be completed:
- ❖ White boards wiped down
 - ❖ Papers picked up from the floor
 - ❖ All tables and desks realigned
 - ❖ Chairs placed on desks for ease of cleaning
 - ❖ Counters cleaned and clutter-free
- F. **Community Resource Utilization:** KHA students are increasingly becoming involved in community activities. Students take field trips into their community and beyond to learn about the environment and culture. These locations include museums, the state landfill (to learn about recycling and waste management), parks, public beaches, and private businesses. KHA also recruits volunteers from the community through such organizations as Seniors Helping Others, the University of Rhode Island, and C.A.R.E.S. Program.
- G. **Confidentiality of Student Information:** Student information is privileged and will be shared on a "need to know" basis. Teachers understand that a breach of professional ethics occurs when privileged information is freely communicated in an arbitrary and capricious manner either inside or outside of school. All references made to students, through written communication, should be

addressed by the use of initials or by using the student's first name and last initial. Please refer to The Groden Network Confidentiality Policy for the complete policy.

- H. Correspondence on School Matters:** All matters of health and safety of students and staff should be conveyed in writing to the Principal/designate. Correspondence should state the problem in concrete, specific and neutral terms.
- I. Cultural Sensitivity in Regards to Holidays:** Holidays are one way that children are exposed to different cultures. KHA examines and celebrates the holidays of many different cultures. Each holiday is expressed with the same level of enthusiasm, with emphasis on the advantages that each culture contributes to the world.
- J. Dismissal of Children to Families that Share Joint Custody:** It is KHA's policy to make a reasonable effort to notify families (who share joint custody of their children) of any dismissal changes that fall outside of a regularly- scheduled routine AND for which there is a change in the regularly-scheduled family member to whom a student is being dismissed. This includes changes in bus routines as well as pick up routines. (For KHA Dismissal Policy, see Section XIII)
- K. Dress Code:** For safety reasons, it is recommended that students wear sneakers to school. Unfortunately, sandals have proven to cause foot injuries and are not recommended.
- ❖ Hats cannot be worn in school.
 - ❖ Attire that is distracting due to length, cut, style (including inappropriate text/pictures)
- L. Field Trips:** Field trips complement classroom curriculum and provide opportunities for real-world learning as well as participation in the community. Additionally, students and their families will be notified of field trips approximately two weeks in advance. The notice will inform parents of the location, time and duration of the event as well as the need for a student to buy/bring a lunch/snack. Although the school will make every effort to keep costs minimal, families are asked to pay for the cost of the field trip. We encourage the participation of all students in field trips and invite families to speak with the Principal/designate when financial constraints prevent participation. In most cases, teachers will request chaperones to accompany the class on their field trip; please refer to the section of this handbook entitled "Volunteers/Chaperones" for more information regarding this worthwhile endeavor. Parents accompanying students on field trips must be pre-authorized to attend such events. Bus transportation is typically provided for all field trips. It is, therefore, expected that all children will depart from, and return to, KHA on the bus provided. Exceptions to this policy will be entertained by the Principal/designate.
- Note: Parents/guardians are not able to attend field trips without proper/previous authorization from KHA administration.
- M. Homework Guidelines:** Children should have homework which extends proficiency in effective study habits and skills; increases the use of knowledge; develops insight and; stimulates creativity.
- Homework should be given at each grade level for the following time/frequency:
 - ❖ Kindergarten: 15-20 minutes, 1-2 times per week
 - ❖ First Grade: 20 -30 minutes, 1-2 times per week
 - ❖ Second Grade: 30-40 minutes, 1-2 times per week
 - ❖ Third Grade - 40-50 minutes, 2-3 times per week

- ❖ Fourth Grade - 50 -60 minutes, 3-4 times per week
- ❖ Fifth Grade - One hour or more, 3-4 times per week

N. Lockers:

❖ **Assignments:** Locker assignments will initially be made by the school office. However, any issues regarding locker assignments will be resolved by homeroom teachers. If circumstances require a change to an assigned locker, teachers will initiate the change, providing the information around the change to the school office.

❖ **Locker Searches:** Student lockers may be searched for dangerous or illicit items/materials. Legal precaution dictates that two adults (one serving as a witness) take part. Typically, the Principal/designate will conduct locker searches; teachers/staff may be asked to serve as witnesses.

❖ **General:** School locker cleanouts are conducted immediately prior to school vacation periods in December, February, April, and June.

- O. Lost and Found:** All clothing and lunchboxes must be labeled with the student's name. Items found on the playground and other common areas will be brought to the school office. Clothing and shoes will be placed on the clothes rack in the "Lost & Found" area adjacent to the Multi Purpose Room. Smaller items, such as jewelry or eye glasses, and any other valuables, will be retained in the school office. Parents are encouraged to inspect the lost & found clothing rack often during the school year. Twice a year all undistributed items will be donated to the Johnnycake Center.

- P. Lottery/Enrollment:** Enrollment in KHA is conducted randomly using the lottery system, as mandated by Rhode Island state law. A public lottery, held in accordance with RIDE guidelines, is conducted each spring to fill available positions. Families selected in the lottery will be contacted and offered an opportunity to enroll their child. If interested, they will be asked to complete an enrollment form.

Siblings of current KHA students are exempt from the lottery and are automatically enrolled, providing that classroom space is available. However, parents/guardians must report their intent to enroll their child by completing and forwarding a lottery form to the KHA office. This form must be received prior to the date of the lottery.

- Q. Lunch Schedule:** There are two lunch periods daily; one for lower grades and one for upper grades. For more information around your child's specific lunch period, please contact the school office. Please note: microwaves are not available for student use.

- R. Parent Teacher Organization (PTO):** KHA's Parent Teacher Organization (PTO) has proven itself a most valuable player in our overall effort to deliver quality education. Executive Board members actively participate in KHA's Advisory Board and are instrumental in defining the school's mission and the achievement of its overall goals. Additionally, PTO members manage many fundraising events that significantly benefit the KHA community. During the school year, the PTO meets monthly regarding a variety of topics. KHA strongly recommends parent participation.

❖ **2010-2011 PTO Board members:**

- ✓ Co-Chairs: Kim Daigle & Laurie Berry
- ✓ Secretary: Amy Duhaime
- ✓ Treasurer: Carla Deuel
- ✓ Room Parent Coordinator: Lori Filiberto

S. Personal Items/Electronic Devices:

- ❖ All personal items should be clearly labeled with the student's full name.
- ❖ It is strongly recommended that all students store a change of clothes in their lockers. This is especially helpful when students have an accident or in periods of hot or cold weather.
- ❖ Basketballs, soccer balls and kick balls may be brought to school, provided that they are clearly marked with the student's full name.
- ❖ To eliminate damage to valuable items from home, the following items should not be brought to school unless specifically requested by a teacher.
 - iPods, MP3 players, radios, walkmans, etc.
 - Any type of toy, dolls, remote control, trading cards, etc.

T. Pesticides: All applications of "green" pesticides will be performed by an individual that is licensed as a commercial supervisor or commercial operator under the direct supervision of a certified supervisor. The only exception is an emergency application needed to eliminate an immediate threat to human health may be made by an uncertified person when it is not practical to have the area treated by a licensed person. Additionally, no application of the related pesticides can be made in any building or on the grounds of any school during regular business hours or during planned activities. The only exception is that applications of sanitizers, disinfectants, antimicrobial agents and pesticide bait formulations including baits used to control cockroaches, ants and rodents may be used during those periods. If "green" pesticides are ineffective and a threat to human health exists, KHA families will be notified one week prior to the use of a replacement (non-green) pesticide.

U. Placement: The selection process for each classroom is based on an individual student profile consisting of the following: gender, ethnicity, special needs, learning style, assessment and teacher recommendation. This process is aligned with KHA initiatives. Representatives on the placement team include the Principal, the Curriculum Coordinator, the lead teacher and classroom teacher. In early August, classroom placement notifications will be mailed to families whose children are moving to grades with more than one classroom.

V. Prayer in Public School: The First Amendment forbids religious activity that is sponsored by the government but protects religious activity that is initiated by private individuals such as students. Therefore, "among other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non-instructional time to the same extent that they may engage in nonreligious activities." KHA respects the religious rights of their students and their families. KHA will not "compel students to participate in prayer or other religious activities." Nor may teachers, school administrators and other school employees, when acting in their official capacities, encourage or discourage prayer or participate in such activities with students.

- W. Promotion/Retention Policy:** Student promotion is based on an individual student's ability to adequately meet GLE's during a given school year. Any student on target to achieve GLE's by the end of the school year will receive classroom-level intervention. If a parent or teacher has a concern about a particular student's promotion or retention, s/he should request a meeting to discuss the options that are in the best interest of the student.
- X. Religious Holidays:** Based on the input of families and staff, the following guidelines are in effect during the Jewish High Holy Days of Rosh Hashanah and Yom Kippur and the Christian holy day of Good Friday. To the extent practical, no new work, testing, or any unique school event will be scheduled for the evening prior and on the days of those observances. Students required to be absent from school for religious observances will not be restricted from awards for otherwise perfect attendance.
- Y. Report Card Issuance:** Standards-based report cards are issued three times each year. Report cards indicate your child's progress toward meeting GLE's by the end of the school year.
- Z. School Pictures:** Each fall, school pictures are taken and are available for purchase. If your child is not in school on "picture" day, an alternate date is typically scheduled.
- AA. School Visitations:** All KHA visitors/vendors will access KHA through its main office, signing in and out, as appropriate. Classroom visitors should have teacher permission prior to the visit. Parents dropping off items after the start of school are asked to leave the items in the school office for delivery to the classrooms. Visitors/vendors may not enter the building through doors adjacent to the playground area and should never join in recess or PE exercises without first gaining approval at the school office. Additionally, all deliveries must be made via the front entrance.
- AB. Smoking Policy:** KHA is a non-smoking school and strongly discourages smoking by its employees, particularly during working hours. If employees/parents/visitors must smoke, they may do so in designated areas located away from the school. Cigarette butts and other smoking materials are to be properly disposed of in designated receptacles.
- AC. Transfer of Records:** After receiving a written consent from the parent/guardian, the administrative assistant or Principal/designate are authorized to transfer the following records:
- ❖ Student Health Record Card (original)
 - ❖ Current report card
- *Exception: When graduating students are transferring from KHA to public middle schools, a signed release of records form is not required.*
- AD. Transportation of KHA Students by Staff:** This policy will be communicated within the next 30-90 days.
- AE. Volunteers/Chaperones:** A volunteer shall have the meaning of any person who interacts with and is in the "care, custody and control" of students or serving in an auxiliary capacity assisting with the direction of the Principal/designate in a school or during a school-sponsored function. Volunteers must receive permission by the Principal/designate in advance to volunteer. Volunteers must adhere

to all KHA school policies and regulations including, but not limited to, the Code of Conduct, Confidentiality, etc. Volunteers shall not discipline a student.

At least two weeks prior to a school-sponsored event, volunteers are required to complete a background criminal investigation (BCI) at a local police department. Failure to produce this documentation may result in the inability of a volunteer to participate in a school-sponsored event. Volunteers must be at least 18 years of age. Copies of both the KHA Volunteer Policy and a sample BCI are available at the KHA Office. BCIs must be completed annually.

AF. Yearbook: Each year, Kingston Hill Academy produces a yearbook filled with pictures of individual students, classes, and various events. Typically, students and staff personalize the yearbook with special memories and notes.

XIII. Emergency Drill Procedures

A. Rhode Island Department of Education requires the following annual drills:

- A. Eight drills must be conducted during the months of September, October & November.
- B. Two of the above eight drills must be obstructed by means of which at least one or more exits in the school building must be blocked off or not used.
- C. Seven drills must be conducted during the months of December to June, at the discretion of the school Principal/designate.
- D. Two of the aforementioned drills must be obstructed (see step 2)
- E. Two of the drills must be lockdowns and two must be evacuations.
- F. The total number of drills to be held each school year is 15.

B. Rhode Island Emergency Drill Code:

- ❖ Every fire, lockdown and evacuation drill is to be regarded as real.
- ❖ The only person to have advance notice of a fire drill is the person who sounds the alarm. For lockdown and evacuation drills, the local authorities should have advance notice.
- ❖ Fire drills shall take place at any time, whether the students are in classes, in assemblies, in passing corridors or in cafeterias.
- ❖ The signaling device must be heard in all parts of the building and shall be used for emergencies.
- ❖ All occupants must be evacuated from the building in a fire and evacuation drill.
- ❖ A teacher or responsible adult shall be assigned to assist the handicapped who require assistance during an evacuation.
- ❖ During a fire or evacuation drill only, the school nurse (or designate) must check restrooms, cloakrooms, and all other rooms and areas where children congregate, to ensure that all of the students have vacated the building. Note: During a lockdown drill, it is not recommended that these areas be checked.
- ❖ Students must not be permitted to go to lockers for personal items during a fire or evacuation drill. Note: In the case of an evacuation or bomb threat, students should take any type of tote bag they have with them at the time of the drill.
- ❖ With the exception of a lockdown drill, teachers must leave the building with their classes.
- ❖ For all drills, the teacher must have with his/her, the class roster and the absentee list to ensure accurate accounting of student whereabouts.
- ❖ In the case of a fire or evacuation drill, it is the responsibility of the teacher to ensure that all students have left their room and that the door of the room is closed. Note: During a lockdown drill, teachers must ensure that the classroom door is closed and locked and that the children are moved to a safe area within the classroom.
- ❖ There should be no talking during emergency drills.
- ❖ Students must not run during a drill, but must move quickly and orderly.
- ❖ Members of the custodial staff must report to pre-designated locations and assist in drill procedures.
- ❖ In the case of a fire or evacuation drill, students must be led to a predetermined and safe area far enough away from the building and out of the path of emergency vehicles and equipment.

- ❖ There shall be a written evacuation plan for each school. The plan shall include specific provisions for evacuating the handicapped. The plan shall be reviewed and approved annually by the local fire marshall, as part of the annual fire inspection of the school.
- ❖ There is a written procedure for lockdowns. The plan includes specific provisions for protecting all students, including the handicapped. The plan will be reviewed and approved annually by local authorities.
- ❖ Each occupied area shall have a predetermined evacuation route. This route should lead to the nearest available exit. At least one alternative route shall be established for each occupied area. These routes and other related instructions shall be clearly posted near the exit door of each room so that an occupant of the room may know the correct plan of evacuation.
- ❖ All staff and students shall be informed of the school's evacuation plan and lockdown procedures.

C. Protocols for Six Universal Emergency Procedures:

- ❖ Evacuation (for use when conditions outside are safer than inside):

When announcement is made or alarm sounded:

1. Take the closest and safest way out as posted (use secondary route, if primary route is blocked or hazardous).
2. Take roll book for student accounting
3. Assist those needing special assistance
4. Do not stop for student/staff belongings
5. Go to designated assembly area
6. Check for injuries
7. Take attendance; report according to established procedures
8. Wait for further instructions

- ❖ Reverse Evacuation (for use when conditions inside are safer than outside):

When announcement is made:

1. Move students and staff inside as quickly as possible
2. Assist those needing special assistance
3. Report to classroom
4. Check for injuries
5. Take attendance; report according to established procedures

- ❖ Severe Weather Safe Area (for use in severe weather emergencies):

When announcement is made or alarm sounded:

1. Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
2. Occupants of portable classrooms shall move to the main building to designated safe areas
3. Take roll book for student accounting
4. Take attendance; report according to established procedures
5. Assist those needing special assistance
6. Do not stop for student/staff belongings
7. Close all doors
8. Remain in safe area until the "all clear" is given
9. Wait for further instructions

❖ Shelter in Place (for use when evacuation is not possible):

When the announcement is made:

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

❖ Lockdown (for use to protect building occupants from potential dangers in the building):

When the announcement is made:

1. Students are to be cleared from the halls immediately and to report to the nearest available classroom
2. Assist those needing special assistance
3. Close and lock all windows and doors and do not leave for any reason
4. Cover all room and door windows
5. Stay away from all doors and windows and move students to interior walls and drop
6. Shut off lights
7. BE QUIET!
8. Wait for further instructions

❖ Drop, Cover and Hold (for use in earthquake or other imminent danger to building or immediate surroundings):

When the command "Drop" is made:

1. DROP to the floor, take cover under a nearby desk or table and face away from the windows
2. COVER your eyes by leaning your face against your arms
3. HOLD on to the table or desk legs and maintain present location/position
4. Assist those needing special assistance
5. Wait for further instructions

XIV. Staff Directory

First Name	Last Name	Position	Email Address	Grade Assignment, as applicable
Samantha	Angell	After School Child Care Program	not available	
Johnna	Bicknell	Teacher	jbicknell@kingstonhill.org	K
Tracey	Byrnes	Teacher Assistant	tbyrnes@kingstonhill.org	5
Kimberly	Charest	Teacher	kcharest@kingstonhill.org	2
Debbie	Conti	Teacher Assistant	dconti@kingstonhill.org	K
Lori Ann	Corso	Teacher Assistant	lcorso@kingstonhill.org	3
Rachel	Craven	Teacher	rrcraven@kingstonhill.org	K
Kerri	Dailey	Special Ed (Grades K-2)	kdailey@kingstonhill.org	
Judith	D'Angelo	Nurse	jdangelo@kingstonhill.org	
Samantha	Danielson	Administrative Specialist	sdanielson@kingstonhill.org	
Jennie	DeLuca	Teacher Assistant	jdeluca@kingstonhill.org	2
Donna	DeMarco	Administrative Assistant	ddemarco@kingstonhill.org	
Peter	Diebold	Maintenance	pdiebold@kingstonhill.org	
Jen	Eaton	Art Teacher	jeaton@kingstonhill.org	
Amanda	Fandetti	Special Ed (Grades 3, 4, 5)	afandetti@kingstonhill.org	
Matt	Fraza	Teacher	mfraza@kingstonhill.org	1
Jeannine	Fritsche	Physical Ed Teacher	jfritsche@kingstonhill.org	
Jennifer	Geaber	Teacher	jgeaber@kingstonhill.org	4
Danielle	Hilliard	Teacher Assistant	dhilliard@kingstonhill.org	1
Joyce	Johannis	Speech & Language Consultant	not available	
Renee	Kenyon	Teacher Assistant	rkenyon@kingstonhill.org	K
Stephanie	Lancellotti	Occupational Therapy	slancellotti@kingstonhill.org	
Roger	Mark	Teacher	rmark@kingstonhill.org	2
Aimee	McRoberts	Teacher Assistant	amcroberts@kingstonhill.org	4
Gina	Morro	Behavioral Consultant	gmorro@grocenter.org	
Helen	Pagliariro	Music Teacher	hpagliariro@kingstonhill.org	
Stephen	Panikoff	Director	spanikoff@kingstonhill.org	
Linda	Paolillo	Assistant Director/Curriculum Instruction	lpaolillo@kingstonhill.org	
Becky	Perkins	Teacher Assistant	bperkins@kingstonhill.org	1
Lilly	Rippey	Speech & Language Consultant	lrippy@kingstonhill.org	
Alison	Santerre	Teacher	asanterre@kingstonhill.org	5
Kathy	Sheldon	Office Manager	ksheldon@kingstonhill.org	
Laurie	St. Clair	Teacher	lstclair@kingstonhill.org	3
Karen	Stackow	Art Integration	kstackow@kingstonhill.org	
Lori	Wigsten	Teacher Assistant	lwigsten@kingstonhill.org	2
Pam	Zagadsky	Teacher	pcyr@kingstonhill.org	1

XV. Acknowledgement

Please see Acknowledgement (which must be signed and returned to the KHA Office) inserted in the front of this handbook.

Thank you

