

# **Ponaganset High School**

## **Student Handbook**

### **2021-2022**



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## **Foreword**

This resource guide has been prepared to outline specific administrative policies, recommended procedures and guidelines to improve the efficiency and effectiveness of the school.

This guide represents an attempt to provide students with daily operations and management of the school and their classes. Students and their families should familiarize themselves with its contents by the first week of school and refer to it during the school year as questions or situations arise.

## **Principal's Message**

Welcome to Ponaganset High School! This handbook has been prepared to introduce you to Ponaganset High School and make you familiar with the goals and responsibilities of the high school experience. Our school is a community of administrators, teachers, staff, and parents who are working together to provide a challenging, positive, and creative environment for our students. By working together we can reach our vision of high expectations for every student. Our goal is to create a strong base of academic learning and enrichment which will guide our students through their many life experiences. We believe that high school is an exciting yet challenging time that is enhanced by learning about each other and ourselves. We are dedicated to providing, and assisting students through those experiences. We are excited to have the opportunity to get to know you and to make you part of our high school community.

Renee Palazzo  
Principal

## **SECTION A. Mission and Expectations**

### **Ponaganset High School's Mission-Driven Design**

#### Ponaganset's Mission-Driven Design:

Our high school is designed to be part of a cohesive middle / high / post-secondary system with aligned programs, strong transitions, and progressively complex learning experiences aligned to common expectations for learning.

We designed our high-functioning comprehensive high school to:

- equitably serve all students in an authentic, personalized learning environment;
- restructure instruction to foster deeper learning and transferable professional skills;
- engage students in problem-based and work-based learning experiences; and
- provide students autonomy and flexibility in their studies.

We aspire to:

- provide a rigorous and engaging learning environment with an inclusive school culture;
- ensure each student earns post-secondary credit(s) and/or industry certification(s) that align with their personal passions and interests; and
- graduate students with a competitive edge in college and careers while empowering them to be designers of their own futures.

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**Ponaganset's Mission is to:** Empower future-ready graduates with **passion**, **purpose**, and **proficiency** to Start Here and Go Big!

<b>"Passion" means students...</b>	<b>"Purpose" means students...</b>	<b>"Proficiency" means students...</b>
<ul style="list-style-type: none"><li>• Identify and explore interests / passions to develop a Personalized Learning Pathway that prepares them to succeed in college and careers;</li><li>• Complete a Passion Project drawn from an exploration of their academic, career, or personal-social interests;</li><li>• Engage in work-based / community-based learning experiences aligned to their academic, career, and personal-social interests; and</li><li>• Develop and express knowledge and understanding about the world, find their voice, and exhibit actions for positive change in the community and beyond.</li></ul>	<ul style="list-style-type: none"><li>• Explore real-world learning experiences in and out-of-school with purpose to develop foundational knowledge and transferable skills;</li><li>• Complete an Individual Learning Plan that includes measurable goals aligned to their self-selected college and careers;</li><li>• Pursue credits via academic, career, online, self-paced, independent, college classes, competency-testing, and out-of-school learning; and</li><li>• Feel safe, empowered to be themselves, have agency, autonomy, and agility needed to thrive in an ever-changing world regardless of ability, race/ethnicity, economic status, or gender identity</li></ul>	<ul style="list-style-type: none"><li>• Acquire foundational knowledge and transferable skills through an aligned instructional system and demonstrate that knowledge in a Ponaganset Personalized Portfolio (P3);</li><li>• Earn college credits and/or industry certifications before graduation;</li><li>• Complete college and career preparatory classes delineated in their Individual Learning Plan</li><li>• Qualify for, and can succeed in, the postsecondary job training and/or education necessary for their chosen career without remediation; and</li><li>• Possess Social-Emotional Learning Competencies needed for school and life success.</li></ul>

## Our Beliefs

### We believe students must:

- Receive equitable learning experiences and appropriate supports to master our school's learner outcomes;
- Receive high-quality instruction and ongoing supports that ensure they start strong, stay on course, and finish future-ready;
- Experience engaging and relevant learning opportunities to deepen their knowledge and skills;
- Believe they can get smarter and understand that effort makes them stronger so they put in extra time and effort, which leads to higher achievement;
- Engage the preconceptions they come to class with or they may fail to grasp the new concepts and information that are taught and revert to their preconceptions;
- Develop a deep foundation of factual knowledge, understand facts and ideas in the context of a conceptual framework, and organize knowledge in ways that facilitate retrieval and application to develop competence in an area of inquiry;
- Receive a "metacognitive approach to instruction" which can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving those goals;
- Acquire deep foundational knowledge and transferable professional skills to successfully compete in an ever-changing world; and
- Be original thinkers, literate in multiple subjects, solve complex problems, and perform non-routine jobs in an increasingly automated world.

## Our Values

The following values drive our school community and culture:

- **Positivity** - We assume the best and believe the best is possible for each other;
- **Inclusion** - We purposefully foster an inclusive and supportive school community;
- **Collaboration** - We work together to find the best solutions;
- **Perseverance** - We overcome obstacles to success; and
- **Growth Mindset** - We believe that all members of our school community are able to continuously grow and evolve.

## Key Features of Ponaganset High School

We will achieve our mission by focusing on the following levers:





- *Collaborative and Inclusive School Culture* - An explicit focus on school culture and including all students regardless of disability, race, poverty, or gender identity fosters a culture where students feel safe, empowered to be themselves, find their voice, and work for positive change in the world;
- *Personalized Learning Pathways for All* - Students purposefully pursue their passions on self-selected learning paths that prepare them to succeed in college and careers. They earn post-secondary recognized credits via academic, career, online, self-paced, independent, college classes, competency-testing, and out-of-school learning;
- *Real-World Learning Experiences* - Learning in and out of school supports student voice and choice and emphasizes practical applications of knowledge through Problem-Based Learning, Work-Based Learning, Passion Projects, State-Approved Career and Technical Education Pathways, independent learning, and approved co-curricular activities;
- *Start, Stay, and Finish Strong Programs* - A comprehensive system of academic, career, and personal/social services, transition programs and domain-specific supports ensure students stay focused on the future, make yearly progress, and successfully complete college and career preparatory classes;
- *Foundational Knowledge and Transferable Skills* - An aligned instructional system progressively develops foundational competencies, applications of knowledge, and fosters in students the capacity, agency, and autonomy needed to earn college credits and/or industry certifications before graduating; and
- *System Enablers* - Students and adults are supported through equitable allocation of resources, comprehensive school counseling, individual learning plans, flexible block scheduling, personalization period, and connections to parents, community, business, and higher education

# Ponaganset High School

## Vision of a Graduate

This vision of a graduate describes  
the expectations our community believes  
are required of successful graduates from PHS.

A Ponaganset High School Graduate is a:

			
Communicator	Thinker	Citizen	Learner
<p>who:</p> <ul style="list-style-type: none"> <li>• <a href="#">writes effectively</a></li> <li>• <a href="#">speaks to an audience</a></li> <li>• <a href="#">participates in classroom dialogue</a></li> <li>• <a href="#">adjusts for the audience, context and purpose</a></li> <li>• <a href="#">collaborates effectively and respectfully</a></li> </ul>	<p>who:</p> <ul style="list-style-type: none"> <li>• <a href="#">defends an argument using a variety of valid sources</a></li> <li>• <a href="#">identifies and solves complex problems</a></li> <li>• <a href="#">demonstrates creative thinking</a></li> <li>• creates authentic work products or performances (Assessment tool in development)</li> </ul>	<p>who:</p> <ul style="list-style-type: none"> <li>• <a href="#">demonstrates respect for diverse/differing points of view</a></li> <li>• <a href="#">participates in and contributes to the enhancement of community life</a></li> <li>• seeks and participates in cultural understanding (Assessment tool in development)</li> </ul>	<p>who:</p> <ul style="list-style-type: none"> <li>• <a href="#">identifies, manages, and assesses new opportunities related to learning goals</a></li> <li>• <a href="#">self-directs their learning</a></li> <li>• <a href="#">perseveres when presented with a problem or challenge</a></li> <li>• <a href="#">reflects on educational and personal experiences</a></li> </ul>

## **Teacher Student Relationships**

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

### **Responsibilities**

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

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

### **Atmosphere**

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

### **Motivation**

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

### **Trust**



The teacher earns trust by treating each student as an individual, entitled to dignity and privacy. The student's progress and problems are a confidential matter, not subject to gossip or unnecessary probing. The teacher earns trust by exhibiting a sincere interest in the student, a desire to teach and help the student, and a willingness to share a superior education and greater personal experience with the student. The student earns trust by exhibiting a cooperative attitude towards the teachers, classmates, course assignments, and administrative policies intended to benefit the entire student body. The student earns trust by actively pursuing the welfare of the school and developing a habit of personal honesty.

### Respect

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

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

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

### Goals

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

## **Section B: General Information**

The school day begins when the first period begins at 7:48 am. It is expected that all students arrive prior to that time to be ready for learning when class begins. It is expected that students come to school prepared. The school day ends at 2:15 pm.

**Daily Schedule:** Our purpose is to create a daily schedule that enhances student-teacher (community) relationships, provides access to relevant/personalized opportunities that prepare students for college and careers and is supportive of a rigorous learning environment. The schedule includes a personalization period. This period serves meeting all students' needs in a distinctive way, yet with a unifying intention. The purpose is to provide students with academic support/enrichment, career exploration opportunities, essential life skills awareness, social-emotional wellness, and extracurricular access in an equitable fashion. This will allow students more time to be successful in meeting academic competencies as well as pursue topics and interests they are passionate about.

### **2021-22 Daily Schedule**

<b>Time</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:48 am to 9:14 am</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>9:19 am to 10:45 am</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>10:45 am to 12:44 pm</b> <ul style="list-style-type: none"><li>• 10:50 - 11:15 1st lunch</li><li>• 11:20 - 11:45 2nd lunch</li><li>• 11:50 - 12:15 3rd lunch</li><li>• 12:20 - 12:45 4th lunch</li></ul>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>12:49 pm to 2:15 pm</b>	<b>4</b>	Personalization	<b>4</b>	Personalization

**School attendance:** According to RI General Law §16-19-1 every child is required to attend public school during all the days and hours that the public schools are in session in the city or town in which the child resides. Students are therefore expected to be present each day of the school year unless officially excused.

Attendance matters. As one of our goals is to prepare our students for success in college and career, attendance is important. Students cannot be successful if they are not present. Attendance is taken every period to ensure students are in class all day. If a student is absent, he or she is responsible for

making up the missed work and is encouraged to communicate known absences with teachers prior to the absence. It is important that Canvas, our learning management system, is utilized to submit assignments during absences.

The following are the **excused reasons for an absence, tardy or dismissal from school**:

- Illness or injury – medical or dental appointments which are unable to be scheduled after regular school hours (verified by a doctor's note and/or receipt provided the day the student returns to school.)
- Official, verified court appearance
- Military deployment event
- Death in the family
- Religious holiday
- Dismissal by certified school nurse teacher or principal or designee
- School approved field trips, academic contests, athletic events, suspensions from school, etc.
- School approved out-of-school learning opportunities (job-shadowing, mentoring, externships, college courses, college visits, etc.)
- Serious family matter or circumstances deemed extenuating by the administration

The following are the **unexcused reasons for an absence, tardy or dismissal from school**:

- Parental and/or personal family matters (e.g., car trouble, missing the bus, etc.)
- Family vacation
- Undocumented illness or injury
- Appointments for haircuts, prom preparation, appointments of a non-medical nature, etc.

If a student is absent from school, he or she is required to bring in documentation for an absence to be excused. If a student is in school but does not report to class it is considered a cut and will be documented as an unexcused absence from class. **The Foster Gloucester Regional School District has an attendance policy that will be followed and can be found by clicking this hyperlink found [here](#).** If a student is repeatedly absent, the high school administrators will follow progressive discipline as outlined in the District Policy.

### **EARLY DISMISSALS**

On occasion students may need to leave school early. Please refer to the attendance policy above for valid reasons. Should a student need to be dismissed early from school, the parent or guardian is to send a note to the assistant principal indicating the reason for the early dismissal, the time the student is to be dismissed, and the individual picking the student up must be named. The individual picking up the student must sign out the student in the main office. Identification will be required at the time of dismissal. Students who transport themselves must provide a letter from a

parent/guardian indicating the reason for dismissal. During the school hours, a student may not be dismissed and transported by a peer.

## **Section C: ACADEMIC POLICIES AND PROCEDURES**

### **Academic Eligibility:**

Participation in athletics and extracurricular activities is a privilege and educational opportunity. To be eligible to participate in athletics and extracurricular activities at Ponaganset High School, students are expected to maintain appropriate behavior, citizenship, and acceptable academic standards.

Eligibility to participate in athletics and/or extracurricular activities in any given marking period will be determined by grades received in the preceding marking period and through the monitoring of current averages. Ponaganset High School bases eligibility status on the Rhode Island Interscholastic League Eligibility Rule (Article 3, Section 4), [RIIL rules under ARTICLE 3, ELIGIBILITY Section 4.](#)

The student-athlete should have secured for the period from the beginning of a quarter up to the end of the regular marking period, which shall not exceed a maximum of twelve (12) weeks, a passing grade in sixty (60%) percent of his/her program (credits)." This means a student-athlete must obtain a passing grade in five out of seven (5/7) courses at the end of the marking period. Eligibility is based on grades earned for each of the four quarterly marking periods. Therefore, student-athletes' eligibility will be determined equally and fairly for each and every quarter. A student-athlete who has any "incompletes" at the end of the quarter will have two weeks to satisfy the requirements of incomplete courses. A student-athlete with three or more "incompletes" will be considered academically ineligible. The principal and the athletic director reserve the right to deem student-athletes ineligible due to violation of school rules.

Student-athletes are NOT eligible if:

- they are excused from Physical Education for medical reasons (including a nurse's note);
- their 19th birthday occurs prior to September 1 of the school year in which the student-athlete seeks participation;
- they have represented the school in any one sport for more than four seasons or have been in attendance for more than eight semesters in the 9th, 10th, 11th or 12th grade or grades or the equivalent of such grade or grades in any school or schools;
- they have changed schools without a change of legal residence, unless a transfer rule affidavit is approved from the Rhode Island Interscholastic League;
- they do not comply with rules outlined in the Rhode Island Interscholastic League's Rules and Regulations. This publication may be found at [www.riil.org](http://www.riil.org).

Additional eligibility guidelines:

- Student-athletes may have to sit 50% of the first scheduled varsity contests of that season if they played or practiced with an outside team in any sport that conflicts with the high school practice or contest
- Student-athletes who arrive after 10:30 a.m. at PHS will be deemed ineligible to participate in athletics or extracurricular activities on that day.

**Academic Honesty:** Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. This includes, but is not limited to, the copying of homework, the submission of test answers from sources other than those allowed, unauthorized prior knowledge of test materials, and plagiarism or any other submission of work not original to the student submitting the work. The teacher assigning the work will be responsible for determining the validity of submitted pieces and will apply disciplinary actions as warranted. When a teacher finds reason to believe a student or group of students has violated the academic honesty policy, the following steps will be taken:

- The teacher will share his/her observations with the student and notification must be made to the parent/guardian.
- The teacher will refer in writing whatever information the teacher has to the assistant principal.
- The assistant principal and the teacher will confer.
- If they concur that academic dishonesty has occurred, the teacher will notify parent(s) and student(s).
- At the discretion of the teacher, the assignment may be redone and/or resubmitted or an alternative assignment may be given.
- Additional consequences may be required by an administrator.

**Corridor Pass-** Students are not permitted in the corridors *without a signed pass*. A student who arrives to class after the bell and does not produce a legitimate pass **will be admitted to class but will be considered late by the classroom teacher and disciplinary measures could be applied.** Students who are tardy to class more than 4 times will then be referred to an administrator. Teachers should not detain students from another teacher's class unless there is an emergency, or unless there is prior permission of the receiving teacher.

**Grade Reporting-** Please refer to the district [Grading and Reporting Policy](#) for explicit information on our district grading practices.

**Progress Reports-** Timely reporting of student progress:

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

## Reports Cards

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

### Marking System CLASS RANK GRADE POINT AVERAGE

Letter Grade	Numerical Grade	Quality Points	Weighted +.5 Honors	Weighted +1 AP/EEP
A+	97-100	4.2-4.5	4.7-5.0	5.2-5.5
A	93-96	3.8-4.1	4.3-4.6	4.8-5.1
A-	90-92	3.5-3.7	4.0-4.2	4.5-4.7
B+	87-89	3.2-3.4	3.7-3.9	4.2-4.4
B	83-86	2.8-3.1	3.3-3.6	3.8-4.1
B-	80-82	2.5-2.7	3.0-3.2	3.5-3.7
C+	77-79	2.2-2.4	2.7-2.9	3.2-3.4
C	73-76	1.8-2.1	2.3-2.6	2.8-3.1
C-	70-72	1.5-1.7	2.0-2.2	2.5-2.7
D+	68-69	1.3-1.4	1.8-1.9	2.3-2.4
D	65-67	1.0-1.2	1.5-1.7	2.0-2.2
F	64 and less	0		

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

**Grade Failure-Makeup Policy-** When graded work is missing or incomplete, it will be reflected in the electronic grade book. It is expected that our teachers and staff will make multiple attempts to intervene with and communicate with students and/or parents about incomplete or failing work. Should a student earn a grade of "Incomplete" for a marking period, the student will have two weeks after the marking period closes to submit tasks/assessments for an academic achievement grade.

However, for the final fourth quarter marking period, students will not have the opportunity to submit missing work beyond the end of that quarter. Students who do not complete and pass tasks/assessments will receive a grade on the report card based on the total work assigned for a quarter. If missing assignments in the final marking period result in a failing grade for the year, then the student will have summer school, re-taking the course, online courses, tutoring, the credit recovery program, expanded learning opportunities, or other appropriate actions as options for making up the work and attaining a passing grade or required proficiency for the course.

**Homework- Ponaganset High School Homework Guidelines-** Homework is one of many learning activities. Homework and practice will give students opportunities to deepen their understanding and proficiency with content being learned. Teachers should communicate the purpose of homework and provide specific feedback to students. Homework does not refer to long-term assignments and/or projects, e.g., long-term writing pieces, long-term test preparation, or work assigned with the intention of being formally graded. Homework that is partially scored may be included in the formative assessment grade. Homework that is not scored and graded (i.e., only checked for completion) will not be considered as part of a student's academic achievement grade, but shall be reflected in the student's personal responsibility grade report comments. Homework is intended to be a short-term assignment designed to provide students:

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

The amount of homework varies somewhat from teacher to teacher, subject to subject, and grade to grade. All assignments will have educational value and none will be given for punishment or as busy work.

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

**Work Completion-** Students are expected to take tests, make classroom presentations, and/or demonstrate mastery and competence through performances when they are scheduled. The best educational practice is for students to complete work to the best of their ability and to submit this work on the due date. Late work from students will be accepted in accordance with the following:

- Students with special circumstances should work with teachers and others to determine alternate individualized due dates when appropriate;
- Extension of original due dates are subject to teacher and/or administrative discretion;
- A student with an approved due date extension for long-term projects, long-term writing pieces, etc. will have no penalty in the grade for the assignment; and

- A student who submits class assignments, homework, long-term projects, long-term writing pieces, proficiency tasks, etc. late, without approval, may have a late work penalty applied in accordance with district policy.
- Submission of late work by a student, without approval, shall also be reflected in the student's personal responsibility grade and may jeopardize participation in school activities.

**Honor roll criteria-** Each quarter, an Honor Roll will be published listing the students who have made Highest Honors, High Honors and Honors. This list will be published at the school and in the local newspapers by the Guidance Department. The Honor Roll will be determined on the basis of all grades submitted up to and including the date set for completion of incompletes.

### **Highest Honors GPA 3.67 or higher**

### **High Honors GPA 3.25 to 3.66**

### **Honors GPA 3.00 to 3.24**

- Note: To be considered for the Honor Roll, a student must have a full schedule (five subjects and physical education/health) with a grade point average of at least 3.00, and have no more than one C as their lowest grade. Students may earn the distinction of both the Rhode Island Honor Society and the National Honor Society at Ponaganset High School. Discipline issues however, *may preclude a student from being eligible for either honor society.*
- Note: Students who receive an F, I, or a P in any subject do not qualify for any level of honors.

**Class Rank-** Class rank and cumulative GPA are computed twice per year/ at the end of first semester and semester two. Final rank for seniors is computed at the end of the first semester of his/her senior year. Valedictorian and Salutatorian are academic distinctions and based on an overall grade point average. Students must be a member of the National Honor Society, be in good academic standing, and must be enrolled at PHS for six semesters. Beginning with the class of 2025 a Latin Honors System will be implemented. For more information, click [here](#).

**Honor Society Eligibility Process** Ponaganset High School students have the opportunity to be members of various Honor Societies if they meet the criteria. Some of those include: National, Career and Technical, Art, and World Language. Please refer to the school website for more information.

## **Section D: Graduation Requirements**

### **PONAGANSET HIGH SCHOOL DIPLOMA SYSTEM**

The Rhode Island Department of Education (RIDE) has developed requirements to ensure that all students across the state will successfully complete a rigorous high school program that gives them access to post-secondary training or college, whether immediately after high school or when and if they so choose. These requirements, known as the "Rhode Island High School Diploma System" are aligned with the RI Board of Education Regulations.



### **What does the Ponaganset Diploma System look like?**

The requirements for a Ponaganset High School Diploma will involve multiple measures of student performance that include the successful completion of an established number of Carnegie Units based on standards, school-wide diploma assessments, and participation on the state assessment. Specifically, the Ponaganset Diploma System shall involve:

1. Completion of the minimum required coursework credits, both in total and for specific subjects.

Content Area	Credits
English	4
Math	3 and 1 math related
Social Studies	3
Science	3
Arts	1/2
Physical Education	2 (½ per year)
Personalized Learning Courses (electives)	5 1/2
<b>Total</b>	<b>22</b>

2. Completion of a Graduation Portfolio, which includes proficiency-based tasks based on the Transferable Skills and other appropriate content standards.
3. Completion of a Senior Passion Project, which includes a student-designed and implemented learning stretch based on an area of student interest, and a presentation of findings to a panel of judges that includes community members, to the extent possible.
4. Completion of state assessments according to the timetable determined by the Board of Education.
5. Completion of a comprehensive system of proficiency-based tasks that are explicitly aligned to the Transferable Skills, CCSS, GSEs, and subject specific standards and provide models for curriculum, instruction, and assessment.

**NOTE:** All four-year college bound seniors **MUST** take a minimum of 2 years of a world language; however, please check with your school counselor for more information.

A complete description of our Graduation Requirements can be found [here](#).

## **PROGRAM OF STUDIES**

The program of studies at PHS is twofold in nature. First, students are required to take certain subjects which provide them with a broad background in the basic disciplines of English, Social Studies, Mathematics, Science and Physical Education. Secondly, a number of courses are provided so that students can explore a variety of academic areas. Students should work toward the achievement of the educational, occupational, and personal growth goals they have established for themselves. It is each student's responsibility to consult with his/her parents, teachers and counselor to get the help he/she needs.

The goals you set for yourself, the responsibility you assume, and the sincerity of purpose in meeting the demands of courses will determine to a great extent the success of your high school educational career. The Program of Studies link can be found on our district website.

## **SECTION E: Student Responsibilities and Discipline**

Due to the potential hazard and the disruptive nature of the activity, **skateboards, "Heely" sneakers, water pistols, laser pointers, paraphernalia that simulates a weapon, and other items of a similar nature are also prohibited from use.** Students who bring in these items will be reported to the school administration, the item will be confiscated and returned only to a parent or guardian. Offenders will be considered insubordinate and will receive disciplinary consequences.

Electronic cigarettes/vape pens are prohibited on school grounds. The RI General Law indicates: Schools must prohibit on- premises use of electronic nicotine-delivery system

23 R.I. Gen. Laws Ann. 23-20.9-5 (2018). Students who are in possession of a vape/e-cigarette will receive disciplinary action. In addition, notification to a parent/guardian will be made and in some cases, consult with the school resource officer will be required. Offenders will be considered insubordinate and will receive disciplinary consequences.

### **Electronic Devices**

At Ponaganset High School the administration, faculty and staff believe in "freedom with responsibility," meaning students are permitted to use electronic devices appropriately during passing time, lunch, and before and after school. However, students are to turn off and put away these devices at the direction of their teachers or other school staff. Electronic devices are not to be used in restrooms or locker rooms. Using electronic devices to record, photograph or film students, adults or school activities is not allowed and is considered a breach of privacy and will result in disciplinary action. The goal is to create healthy use habits for our students with respect to technology. In order to do this, we need some common (non-negotiable) practices that students can expect in every classroom, with every teacher, every day. Below are common practices:

- Cell phones must not be in use once class begins.
- When not being used as an educational tool as directed by the teacher, cell phones, earbuds and bluetooth should be out of sight during class (inside backpack) or in an area assigned and monitored by the teacher.

- If a device can be seen or heard it is not considered put away.
- The only device used in class should be a school approved, working laptop (unless otherwise directed by the teacher for learning purposes).

Progressive discipline may be enforced for repeat offenders. The administration reserves the right to alter this policy based on student behavior.

If students violate school policies regarding electronic devices, the following consequences may be implemented:

- The electronic device is confiscated, it will be returned to the student at the end of the school day if the student cooperated.
- The electronic device is confiscated and a parent/guardian must come to school to retrieve it. The device will not be returned to the student.
- Repeat offenders will be considered insubordinate and will receive disciplinary consequences.
- Student refusal to relinquish an electronic device to an administrator may result in disciplinary action.

The District's Electronic Devices and Communications Policy can be found [here](#) under the district policy on the District page of the website and additional information from our Technology Department can be found on the District website as well.

### **Selling**

Students are not allowed to sell candy, raffle tickets or any other products on school property without proper authorization. Soliciting funds for any purpose is also prohibited.

### **School functions on and off campus**

It is particularly important that the expectations for class and school apply to all school functions. It is at these times that students are representing our school and are expected to act accordingly. Whether or not an event takes place on PHS school grounds, all school and district policies and procedures are in effect wherever a school event is taking place. Events sponsored after school by the school are approved on an individual basis by administration. Policies governing such functions are:

1. A chaperone may refuse admittance to any non-student, any regular student on suspension, or anyone not meeting the attendance requirements for the day. Non-students must present identification. If the chaperone has concerns regarding any student, the student will be referred to the police officer on duty.
2. Outsiders will not be admitted unless they are with a Ponaganset High School student as a guest. These outsiders will be identified to the class or club adviser in charge and may not be older than 20 years.
3. Middle school students are **NOT** permitted to attend dances at the high school.
4. Students will not be allowed to leave and return.
5. Students who are under suspension from school the day of the function will not be allowed to attend the dance.

6. A loss of social privileges may occur if a student's behavior is not in accordance to school expectations. This includes academic performance, adherence to attendance policy, and conduct expectations.
7. Students who are absent from school the day of the function will not be allowed to attend unless they receive permission from administration.
8. Smoking/vaping is prohibited in the building or on school grounds. The Foster-Glocester School District anti-tobacco policy is in effect for all school functions.
9. Anyone attending a dance who engages in disruptive behavior will be escorted out of the building and be subject to arrest by the police. Disciplinary action will be taken by the administration.
10. Student help will be utilized after school and after the function to set up and clean up the event area. The event area will not be set up until after school is dismissed, unless permission from administration has been granted.

**Appearance and dress:** Students are expected to dress in a manner appropriate for attending school. Clothing that disrupts the educational process is unacceptable. The following items are considered disruptive, and may not be worn during the school day:  
Students are not allowed to wear hats, hoods, bandanas, or anything covering their faces or heads. Progressive discipline will be followed for all offenders

- Sunglasses are not to be worn on the head or eyes in the school building.
- Wearing of clothes, jewelry, other apparel and/or decals that advocate violence, alcohol and other drug use and/or distribution; that represent gang activity and/or membership; that advertise obscenities; or that reflect adversely on persons due to race, gender, creed, national origin, physical, emotional, or intellectual abilities; or that would cause disruption to the learning environment at any school are not allowed. Students shall not at school, on school property, or at school activities wear or have in their possession any written material that is racially divisive. Examples include clothing, articles, material or publications or any item that denotes Ku Klux Klan, Aryan Nation-White Supremacy, Black Power, Neo-Nazi, or any hate group, or Confederate flags or articles. This list is not intended to be all inclusive.
- Very short shorts, skorts and skirts are considered inappropriate
- Halter tops, halter dresses, see-through clothing, tube tops, tank tops, spaghetti strap tops, muscle shirts and/or bare midriffs, etc. will NOT be permitted.
- No sleepwear or slippers will be worn.

Administrators reserve the right to make the final determination as to the appropriateness of student dress. Students who are dressed inappropriately will be subject to progressive discipline. If the clothing is extremely inappropriate or revealing, the student will be given a t-shirt/sweatpants and/or a parent will be called to bring appropriate clothing.

## Progressive Discipline

A positive school climate means everyone – students, parents, staff and community members – feel safe, welcome and respected. Everyone has a role to play in promoting healthy relationships and a school climate which encourages appropriate student behaviour.

Students are responsible for maintaining appropriate behavior in accordance with school expectations. If a student is not adhering to the expectations of the school or classroom, teachers and administrators will consider to determine the most appropriate way to respond to each situation and help the student learn from his or her choices. These will include different supports and consequences, which could include a student conference, parent conference, completion of a Reflection-On-My Actions sheet, teacher detention, office detention, lunch detention, Saturday detention, in-school suspension or out-of-school suspension.

## Search and Seizure

Administrators have the right to search a student if they have reasonable suspicion. Reasonable suspicion is defined by a number of factors: The type of offense alleged; where the information was derived from; who the informant is and so forth. All of these are components necessary to reasonable synopsis. Full policy can be found [here](#) or by visiting the district website at <http://www.fg.k12.ri.us>

## Suspension

**In-School Suspension:** This higher level consequence is assigned by the assistant principal or principal in those instances where lesser consequences have not been successful, or where the infraction warrants a more serious consequence. In-School Suspension is served in the room so designated. Students assigned are supervised by a classroom teacher each period of the day.

A student may receive inschool for conduct which shall include, but not be limited to, any of the following:

- Accumulation of office detentions
- Cutting school or leaving school without permission
- Involvement in physical aggression, including participation or aggravating an altercation
- Bullying or harassment
- Use of language that is offensive, degrading or insulting
- Possession of an e-cigarette/vape
- Part of the progressive discipline process

**Out of School Suspension:** Suspension means that a student's right to attend school or school events is temporarily stopped for a one to ten day period. The decision to suspend a student is based on infractions that are in accordance with the Rhode Island Department of Education. During this time, a student who is on suspension may not represent Ponaganset High School in any extracurricular activity or participate in any school-sponsored function, such as sporting events, dances, proms or concerts. Although this prohibition from activities is in force only on the day(s) of the suspension (inclusive), the Administration may extend the prohibition to the time of issuance of the suspension if the circumstance warrants. Suspended students are not to be on school grounds or at school

sanctioned events; they are considered trespassers and are subject to arrest. Time necessary to make up work missed during a suspension will be established by the high school administrators. Readmission to school will be permitted only after a parent/guardian re-entry conference occurs with an administrator.

A student may be suspended from school for conduct which shall include, but not be limited to, any of the following:

1. Alcohol
2. Arson
3. Assault / Battery
4. Bomb threat
5. Violation of communication or electronic devices
6. Possession or under the influence of a controlled substance
7. Disorderly conduct
8. Violating fire regulations
9. Intimidation, Threatening or Harassment
10. Insubordination / Disrespect
11. Theft
12. Tobacco
13. Trespassing
14. Weapons
15. Vandalism

Violation of any rule or regulation set forth in this handbook is hereby incorporated as a part of these regulations and should be read by each student and their parent/guardian.

### **Long Term Suspension**

If any of the circumstances of an incident(s) are deemed serious enough by a high school administrator, or if the actions form a pattern of disregard for school authority, then, following procedures as set forth by the School Committee Policy, the assistant principal will schedule a disciplinary hearing before the principal and the superintendent; or when all disciplinary options have been exhausted, and a student persists in antisocial, dangerous behaviors which threaten the smooth deliverance of education to the rest of the student body, then the administration may recommend to the Superintendent of the Foster-Glocester Regional School District that the student be removed permanently from attending Ponaganset High School.

### **STUDENT GRIEVANCE PROCEDURE**

1. The aggrieved student shall file a grievance in writing with the assistant principal, or the immediate superior of the person(s) against whom the grievance is filed, outlining the basic allegation.
2. The grievance must be filed within three (3) days of the incident/decision; a copy of the grievance will be given to all parties involved upon receipt by the administrator.

3. When appropriate, the hearing officer shall hold a closed session with the student(s) and the coach (es), teacher or activity sponsor or administrator in an attempt to reach an expeditious agreement.
4. Said session will be held within two (2) school days of the filing of the grievance or at the earliest mutually agreed upon time.
5. Should one or both of the parties object to any portion of the agreement set forth in Item #3, and then they may appeal to the principal within two (2) school days.
6. The principal will conduct an open hearing following the guidelines set forth in the Student Rights and Responsibilities section of the Student Handbook.
7. Said hearing shall be held within two (2) school days of the appeal.
8. No grievance will be allowed relative to game coaching decisions, strategy, or organization. Grievances should deal primarily with, but not limited to, the coach's attitude, language, actions, and interpretations of team rules or policy, equal treatment of players.
9. Failure by the student to file the grievance within three (3) days will void any grievance process; lack of a written decision at the proper level within ten (10) days will allow the grievance to move to the next level or process.

### **Foster Gloucester Regional School District Policies**

All policies approved by the Foster Gloucester Regional School Committee can be found [here](#).

- [Anti-Bullying Policy](#)
- [Grading and Reporting Policy](#)
- [Graduation by Proficiency Diploma System Policy 2016](#)
- [Internet Use Policy](#)
- [Sexual Harassment Policy](#)
- [Title IX Non-Discrimination/Anti-harassment policy and grievance procedure](#)
- [Wellness Policy](#)

### **GRIEVANCE PROCEDURE FOR REPORTING DISCRIMINATION AND HARASSMENT**

The following grievance procedure has been established to ensure prompt and effective investigations into allegations of discrimination, including sexual harassment. Any individual who has actual knowledge or knows of allegations of discrimination, including sexual harassment can provide notice to the School in person, by mail, by telephone, or by email, using the Title IX Coordinator's contact information and can be made at any time, including non-business hours. Any employee who has actual knowledge of sexual harassment or knows of allegations of sexual harassment, must notify the Title IX Coordinator. A Complainant may file a Formal Complaint at any time with the Title IX Coordinator. In the event that a party other than the Complainant provides the Title IX Coordinator with allegations of sexual harassment or discrimination, the Title IX Coordinator is to sign the complaint triggering an investigation. **To report any Title IX concerns, please reach out to Assistant Superintendent, Lisa Odom-Villella [lodomvillella@fgschools.com](mailto:lodomvillella@fgschools.com) or (401)710-7500 ext 7567.**

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

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

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

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

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

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

Inspect, upon request and before administration or use -

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

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

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



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

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

### **Family Educational Rights and Privacy Act (FERPA)**

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

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

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

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

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

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

Schools may also disclose, without consent, directory-type information such as a student's name address, email address, telephone number, date and place of birth, photographs, and dates of attendance for school publications such as awards, honor rolls, yearbooks, sports activity data, and graduation programs. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

### **Military, College, and Employee Information Request**

A federal law (Sec. 9528/No Child Left Behind) allows access to student information files. **Parents who do not want this information disclosed without their consent must indicate this in the box below.**

#### **ACKNOWLEDGMENT OF HANDBOOK INFORMATION**

Student's name:\_\_\_\_\_ Parent's signature:\_\_\_\_\_ Date:\_\_\_\_\_ Year of Graduation:\_\_\_\_\_

\_\_\_ My child and I have read the Student/Parent Handbook of Ponaganset High School. Please visit <http://www.fg.k12.ri.us/> to view the student handbook (click "for parents" and then click "Student Handbook").

\_\_\_ I have read and understand the requirements for graduation from Ponaganset High School.

\_\_\_ I have read and understand my child's responsibility when using the school issued laptop per the District's Policy.

\_\_\_ I have read and understand the behavioral expectations and consequences found in the Student Handbook.

\_\_\_ I have read and understand the policy on academic eligibility, disciplinary and attendance probation.

\_\_\_ I have read and understood the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

\_\_\_ I have read and understood the Family Educational Rights and Privacy Act (FERPA)

\_\_\_ I have read and understood Title IX policy.

\_\_\_ Check here if Parent/Guardian is Active within the Armed Forces.

\_\_\_ Check here if: As a parent/guardian, I request that **NO** personal information including name, address, and telephone number of my son/daughter be released to the following entities without my consent (please check):

☐ U.S. Military (Army, Air Force, Navy, Marines, etc.)

☐ Prospective employers

\_\_\_ As a parent/guardian, please check here if you **DO NOT** give permission for photos and/or images of your child, captured through video, photo, digital camera, to be used in connection with Ponaganset High School activities. At times, students may be photographed for school and classroom purposes as well as for recognition in local newspapers. Samples of exemplary student work including the student's name may be displayed in school and community, including District/PHS social media sites. Again, please check if you do **NOT** give permission for this to occur.

\_\_\_ As a parent/guardian, please check here if you do **DO NOT** give permission for your son or daughter to speak with the Student Assistance Counselor, Crisis Intervention Counselor or allow Ponaganset High School Faculty to discuss your child with either or both counselors should the need be without parental permission.

**Note: Failure to indicate preferences for this request will be considered parental consent to release all information to the above listed agencies. REQUEST TO WITHHOLD SELECTED STUDENT INFORMATION**