



Student and Family Handbook

2026-2027

Contents

PART I. ABOUT OUR SCHOOL.....	4
1. Welcome to Our School.....	4
2. School Profile.....	5
3. School Administration and Staff.....	6
4. School Communication.....	7
5. School Improvement and Family Partnership.....	8
6. The School Day.....	8
7. Daily Schedules and Routines.....	9
9. School Facilities and Services.....	10
10. How to Get Help.....	12
PART II. TEACHING, LEARNING, STUDENT SUPPORTS, AND SCHOOL-SPECIFIC EXPECTATIONS..	13
1. Academic Program and Teaming.....	13
2. Grading and Academic Reporting.....	14
3. Homework, Missing Work, and Academic Support.....	15
4. Assessment.....	16
6. Promotion and Placement.....	17
7. Schoolwide Learner and Behavior Expectations.....	18
8. Student Activities and Evening Events.....	19
9. Athletics and Intramurals.....	19
10. Field Trips and School-Sponsored Activities.....	20
11. School-Specific Student Routines.....	20
PART III. DISTRICTWIDE INFORMATION AND POLICY SUMMARIES.....	22
1. Purpose of This Districtwide Section.....	22
2. District Mission and Commitment to Equal Access.....	22
3. District Calendar, Communication Protocol, and School Closures.....	22
4. Aspen Family Portal, FERPA, PPRA, and Family Opt-Outs.....	23
5. Instructional Materials Notice and Opt-Out.....	23
6. Attendance, Tardiness, Early Dismissal, Truancy, and Make-Up Work.....	23
7. Academic Reporting, Assessment, Promotion, and Retention.....	24
8. Special Education, Section 504, Multilingual Learners, and Student Services.....	24
9. Health Services, Immunization, Medication, and Illness.....	25
10. School Meals and Food-Allergy Management.....	25
11. Emergency Drills.....	25
12. Visitors and Volunteers.....	26
13. Student Dress Code.....	26
14. Electronic Devices, Acceptable Use, and Artificial Intelligence.....	26
15. School Property, Textbooks, Library Materials, and Personal Belongings.....	27
16. Student Conduct, Discipline, and Due Process.....	27
17. Academic Integrity.....	27
18. Prohibited Conduct and Articles.....	28
19. Bullying, Intimidation, Harassment, and Retaliation.....	28

20. Nondiscrimination and Complaint Resolution.....	28
21. Title IX and Grievance Procedures.....	29
22. Field Trips and School-Sponsored Activities.....	29
23. Athletics and Extracurricular Activities.....	30
24. Transportation and Bus Conduct.....	30
25. Fundraising, Gifts, Grants, and Commercial Activities.....	30
26. Handbook Review and Acknowledgment.....	31

PART I. ABOUT OUR SCHOOL

1. Welcome to Our School

1.1 Principal's Message

It is with enthusiasm that I welcome you to the Archie R. Cole Middle School community. Building strong relationships and making meaningful connections with our students are primary goals at Cole. We strive to maintain a positive school climate that supports students' academic, social, and emotional growth and helps them develop increasing maturity and independence.

We work as a team and recognize that every decision, initiative, and procedure has an impact on our students, families, faculty, staff, and community. Preparing students for success in high school and beyond is a top priority. We value our partnership with families as we work together to meet student needs and build the knowledge, skills, habits, and confidence students need to succeed.

Melissa Centracchio, Principal

1.2 School Vision

Our students will be empowered to achieve their full potential, prepare for college and careers, become lifelong learners, and contribute positively to society.

1.3 Core Values and School Identity

At Cole, kindness matters. Relationships are at the center of the Cole experience. Our core values guide how students learn, how members of our community treat one another, and how we work together to help every student grow and succeed.

Virtues

Members of the Cole community demonstrate kindness, respect, honesty, integrity, empathy, and responsibility. These virtues guide our words, actions, decisions, and relationships with others.

Learner Qualities

Cole students are encouraged to develop a growth mindset, become self-directed learners, stay organized, persevere through challenges, lead by example, work hard, and take pride in their learning.

Knowledge and Skills

Students strengthen communication, collaboration, creativity, critical thinking, and problem-solving skills and apply them across subject areas and in authentic learning experiences.

Learning at Cole

Learning at Cole is standards-driven, digitally blended, differentiated, personalized, and collaborative. Teachers work together to provide responsive and challenging learning experiences that recognize students' individual strengths, needs, interests, and goals.

Core Values Vision and Mission

Vision: A shining model of excellence at the middle level.

Mission: We believe that we can make a meaningful difference in the lives of our students. We recognize, respect, and value individual differences. Through our collective knowledge, skills, and commitment, we provide students with the support, opportunities, and tools they need to succeed in school and in their future endeavors.

1.4 Teaming Statement

Effective teams collaborate regularly to deliver differentiated, integrated instruction for middle-level learners in a supportive, student-centered environment. Effective teams foster positive relationships with families and the school community to support students' academic, social, and emotional needs successfully.

2. School Profile

2.1 School Information

Item	Information
School	Archie R. Cole Middle School
Address	100 Cedar Avenue, East Greenwich, RI 02818
Grades Served	Grades 6-8
Main Office	401-398-1400
Fax	401-886-3294
School Website	https://cole.egsd.net/
District Website	https://www.egsd.net/
Instructional Day	8:00 a.m.-2:25 p.m.
Student Entry	Beginning at 7:50 a.m.; breakfast begins at 7:30 a.m.

2.2 School Structure

Archie R. Cole Middle School serves students in Grades 6, 7, and 8. The school uses a middle-level teaming model in which teachers collaborate to provide coordinated instruction and support. Grade-level teams work with school counselors, special educators, related-service providers, and other staff to address students' academic, social, and emotional needs.

3. School Administration and Staff

The names, assignments, extensions, and email addresses below are carried forward from the 2025-2026 handbook and must be verified before publication.

3.1 Key District and School Contacts

Name/Office	Role	Telephone
Dr. Thomas Kenworthy	Superintendent	401-398-1201
Azadeh Noorbaloochi	Assistant Superintendent	401-398-1203
Neil Marcaccio	Director of Student Services	401-398-1220
Cole Main Office	Main Office	401-398-1400
Melissa Centracchio	Principal	401-398-1400
Beth Cauley	Assistant Principal	401-398-1400

3.2 Main Office Staff

Name	Role	Telephone
Dawn Bouchard	Secretary	401-398-1213
Taylor Husereau	Secretary	401-398-1212
Lynn Sarazen	Office Paraprofessional	401-398-1214

3.3 Student Support Contacts

Name	Role/Assignment	Telephone
Caroline Bradshaw	School Counselor - Grade 6 (A-K) and Grade 7	401-398-1336
Stephanie Zannella	School Counselor - Grade 6 (L-Z) and Grade 8	401-398-1435
Leslie Green	School Nurse	401-398-1354
Faith Norton	School Social Worker	401-398-1356
Cindy Hawkins	School Psychologist	401-398-1695

3.4 Faculty and Staff Directory

Here is the list of all teams and teachers.

The following are Department Heads, Coordinators, and directors that you may need to contact for department specific questions.

Name	Department/Role	Email
Amanda Meredith	World Languages	ameredith@egsd.net
Jill Hague	Secondary Special Education Coordinator	jleach@egsd.net
Allison Bryer	English	abryer@egsd.net
Patricia Dulac	Mathematics	pdulac@egsd.net
Anne-Marie Flaherty	School Counseling	aflaherty@egsd.net
Frank Lenox	Science	flenox@egsd.net
Casie Rhodes	Athletic Director	crhodes@egsd.net
Theresa Garno	Social Studies	tgarno@egsd.net
Deb McMullen	Physical and Health Education	dmcmullen@egsd.net
Whitney Bates	Fine Arts	wbates@egsd.net

4. School Communication

See Part III: District Calendar, Communication Protocol, School Closures, Aspen, FERPA, PPRA, and Electronic Devices.

4.1 School Website and Announcements

Cole uses its school website and the Cole-L announcement list to communicate school news, reminders, programs, events, and other information to families.

East Greenwich Public Schools website: www.egsd.net

Cole Middle School website: cole.egsd.net

4.2 Open House and Family Communication

Open House is held in the fall and provides parents and guardians with an opportunity to meet their child's team and teachers and visit classrooms. Throughout the year, teachers and teams communicate with families through school-approved platforms, email, Aspen, team resources, and other established methods.

4.3 Getting a Message to a Student

To protect instructional time, the main office does not interrupt classes to deliver routine messages. Families should make every effort to coordinate plans with students before or after the school day. In an emergency, contact the Cole Main Office at 401-398-1400. Students should not communicate directly with family members by text message during the school day unless they have an accommodation or explicit staff approval.

4.4 Reporting an Absence or Requesting Early Dismissal

Parents and guardians should call the Cole Main Office at 401-398-1400 to report an absence by 8:30 a.m. Written notice of an early dismissal should be brought to the office before school on the day of dismissal. A parent, guardian, or authorized designee must sign the student out at the time of dismissal and may be required to present identification.

See Part III: Attendance, Tardiness, Early Dismissal, Truancy, and Make-Up Work.

5. School Improvement and Family Partnership

5.1 School Improvement Team

Current School Improvement Team information is available on the district [School Improvement Teams page](#).

5.2 School Improvement Plan

The School Improvement Plan identifies Cole's current goals, strategies, actions, and measures of progress. [Current School Improvement Team and planning information](#) is available online.

5.3 Parent Teacher Group

The objective of the Cole Middle School Parent Teacher Group (PTG) is to promote and maintain effective communication and cooperation among families, faculty, staff, and administrators. The PTG undertakes projects and activities that benefit Cole Middle School and its students. Membership is open to parents and guardians of enrolled students, faculty members, and school administrators.

PTG communications/activities can be found in our Sunday Night News. These PTG sponsored activities are clearly distinguished from our activities that are sponsored by EGPS. You can also find information and updates on our Instagram page, "[coleptg](#)", or on our FB page, "[Cole Middle School PTG](#)".

Current PTG meeting information and contact details are available on the [Cole PTG page](#).

6. The School Day

See Part III: Inclement Weather, Attendance, Transportation, and Electronic Devices.

6.1 School Hours

Time	School Routine
7:30 a.m.	Earliest student arrival and breakfast service
7:50 a.m.	Students may proceed to lockers and first-period classrooms
8:00 a.m.	Instructional day begins; students not in first period are considered tardy
2:25 p.m.	Student dismissal
Approximately 4:15-4:30 p.m.	Late-bus pickup on days when late-bus service is available

6.2 Arrival Procedures

- Students may arrive as early as 7:30 a.m. Breakfast is served in the cafeteria beginning at that time.
- Students arriving by bus are dropped off in the designated bus lane, separate from the private-vehicle drop-off lane.
- Private vehicles enter the main driveway and proceed to the designated student drop-off lane.
- Students should NOT exit their vehicle until they have reached Officer Anderson, or whomever is the official crossing guard.
- Until 7:47, students will gather in their designated areas, in front of the school.
- Beginning at 7:47 a.m., students will proceed directly to their lockers and then to first-period class.
- Students must be in their assigned first-period classroom by 8:00 a.m. to be considered on time.

6.3 Dismissal Procedures

- Students are dismissed from their final-period class at 2:25 p.m.
- Buses load in the designated lane in front of the building.
- Private vehicles wait in the designated area near Christ Church. Vehicles may enter the school lot only after all buses have departed. Separate pickup lines are used for Grade 6 and Grades 7-8.
- Families must not park on Wanton-Shippee Road while waiting for students because this creates an unsafe pickup condition.
- Only students with legitimate school business immediately after school may remain in the building.
- Students remaining after school report directly to their advisor, coach, teacher, or activity supervisor and leave through the main doors when the activity ends.
- Student-athletes without an immediate practice or game must leave campus and return when their coach is present. Student spectators must also leave and return when supervised admission begins.
- On days when late-bus service is available, students must obtain a late-bus pass from the staff member supervising their after-school activity.

6.4 School Closures, Delays, and Early Dismissals

East Greenwich Public Schools communicates weather-related cancellations, delayed openings, early dismissals, and other emergency schedule changes through official district communication systems. Families should rely on district notices for the most current information.

See Part III: District Calendar, Communication Protocol, and School Closures; [Policy #2125 - Inclement Weather](#).

7. Daily Schedules and Routines

7.1 Bell Schedule

Current school calendar and schedule information is available on the [Cole website](#).

7.2 Breakfast and Lunch

Breakfast is available in the cafeteria beginning at 7:30 a.m. Healthy breakfast and lunch options are prepared and served through the district food-service program. [Current lunch schedule and menus](#).

See Part III: School Meals and Food-Allergy Management; [Policies #2155](#) and [#2156](#).

7.3 Passing Time, Lockers, and Student Movement

Students use lockers and move between classes according to the school schedule and staff directions. Students are expected to arrive at each class on time, use hall passes as required, and move safely and respectfully through the building. Detailed behavioral expectations for hallways, lockers, restrooms, and other settings are included in Part II.

7.4 After-School Activities and Late Bus

Students remaining after school must report directly to the staff member supervising the activity. Transportation home is ordinarily the responsibility of the student's family. When late-bus service is available, eligible students must have permission and a pass from a teacher, coach, or advisor. The late bus generally arrives between 4:15 and 4:30 p.m.; verify the current schedule before publication.

8. Visitors and Volunteers: School Procedures

See Part III: Visitors and Volunteers.

8.1 Visitors

All visitors to Cole Middle School must enter through the designated main entrance, register at the main office with their driver's license, and receive a visitor pass upon arrival. Visitors must remain in approved areas and follow staff directions and all school safety procedures.

8.2 Volunteers

Cole volunteer opportunities are coordinated through the school. Volunteers must complete all district requirements described in Part III before participating in school activities.

9. School Facilities and Services

9.1 Main Office

The Cole Main Office assists with attendance reporting, early dismissal, family communication, visitor registration, student messages, and general school questions. Main Office: 401-398-1400. Families should contact the office rather than communicating directly with students by personal device during the school day.

9.2 Health Office

Students who become ill or injured should notify their classroom teacher and follow the school procedure for reporting to the Health Office. The school nurse, or the main office in the nurse's absence, must clear a student for dismissal. School Nurse: Leslie Green, 401-398-1354.

See Part III: Health Services, Immunization, Medication, and Illness.

9.3 School Counseling and Student Support

The school counseling program is based on the belief that every student is a unique individual with particular interests, abilities, and potential. School counselors help students understand themselves, make

appropriate choices, navigate the middle school years, and prepare for high school. Counseling services are available to all students, and students or families may request an appointment at any time.

- Caroline Bradshaw - Grade 6 (A-K) and Grade 7, 401-398-1336
- Stephanie Zannella - Grade 6 (L-Z) and Grade 8 , 401-398-1435
- Faith Norton - School Social Worker, 401-398-1356
- Cindy Hawkins - School Psychologist, 401-398-1695

9.4 Library Media Center

The Cole Library Media Center supports reading, research, information literacy, and access to print and digital resources. The 2025-2026 handbook reports a collection of approximately 13,000 books and subscriptions to 20 magazines. These figures should be verified annually.

Students also have access to e-books through Destiny Discovery and to databases such as AskRI and World Book Online. Through the library website, students may search for materials and renew, reserve, and review books using their school usernames and passwords. Students may also borrow materials from other Rhode Island school libraries through the shared catalog system.

Cole Library website: guides.rilinkschools.org/Cole

Shared catalog: www.ricat.net

The library is open during regular school hours. Students may use it with teacher permission during the school day or during lunch periods. Students receive an orientation to library services and procedures at the beginning of the school year.

See Part III: School Property, Textbooks, Library Materials, and Personal Belongings; [Policy #7300 - Library Media Collection](#).

9.5 Cafetorium

The cafetorium provides breakfast and lunch service and is used for school programs and gatherings. Students are expected to follow schoolwide behavior expectations, staff directions, seating procedures, and cleanup routines. Current meal information is available on the [district School Meals page](#).

9.6 Lost and Found

The Lost and Found is located in the cafeteria. Families should label clothing, especially outerwear and physical education clothing, so items can be identified and returned. Unclaimed items are kept for a period of time and then donated to charity. [Insert current donation schedule, if available.]

10. How to Get Help

The guide below identifies the most appropriate first contact. Families should use the [Policy 2113 Appeals and Review](#) in Part III when a concern remains unresolved.

Concern	Initial Contact
Classroom assignment, instruction, or grade	Classroom teacher
Concern involving multiple classes or a grade-level team	School counselor or team representative
Attendance, tardiness, or early dismissal	Cole Main Office - 401-398-1400
Health, illness, or medication	School Nurse - 401-398-1354
Social-emotional support	School counselor, social worker, or school psychologist
Special education or Section 504	Case manager, school counselor, school administrator, or Student Services - 401-398-1220
Aspen or technology access	District Technology Department
Bullying, harassment, discrimination, or safety concern	Teacher, school counselor, principal, or assistant principal; use the reporting procedures in Part III
Transportation	Cole Main Office or Ocean State Transit - 401-884-1552
Athletics	Athletic Director - crhodes@egsd.net
General school question	Cole Main Office - 401-398-1400

PART II. TEACHING, LEARNING, STUDENT SUPPORTS, AND SCHOOL-SPECIFIC EXPECTATIONS

Middle school academics, grading, assessment, MTSS, intervention and enrichment, promotion, activities, athletics, and building expectations.

1. Academic Program and Teaming

1.1 Middle School Program

Archie R. Cole Middle School serves students in Grades 6, 7, and 8. The middle school program is designed to support students as they develop greater academic independence, organization, responsibility, self-advocacy, and readiness for high school.

Students participate in core academic instruction and additional courses and learning experiences appropriate to their grade level. Current course, unified arts, encore, and team information is available through the [Cole Learning and Team Pages](#).

1.2 Teaming

Cole uses a team-based approach to support middle-level learners. Effective teams collaborate regularly to deliver differentiated and integrated instruction in a supportive, student-centered environment. Teams build positive relationships with families and the school community and work together to address students' academic, social, and emotional needs.

Team structures, teacher assignments, and contact information may change annually. Current team information is available on the [Cole Team Pages](#).

1.3 Instructional Schedule

The school day includes core academic courses, unified arts or encore courses, Lancer Learning Time, and other grade-level learning experiences. Current calendar and schedule information is available on the [Cole website](#).

1.4 Lancer Learning Time

Lancer Learning Time (LLT) provides scheduled time for targeted academic support, enrichment, and social-emotional learning. LLT is intended to respond to current student needs without replacing access to the core curriculum.

- The first two LLT blocks focus on academic intervention or enrichment.
- The third LLT block focuses on social-emotional learning using the school's approved program, currently planned as Rethink.
- LLT is reported on a pass/fail basis.
- Academic placements are reviewed periodically and may change as student data and needs change.
- During the month before RICAS testing, LLT may be used for RICAS preparation. Grade 8 LLT may also be used for NGSA preparation during the month before the science assessment.

2. Grading and Academic Reporting

2.1 Report Cards and Mid-Quarter Reports

Students receive a report card four times during the school year. Mid-quarter reports are available through Aspen and may be provided in paper form upon request. The current handbook states that the final report card is mailed home; the delivery method should be confirmed for 2026-2027.

Academic grades and learner-quality indicators communicate different aspects of student performance. Academic grades reflect achievement in course content, while learner qualities communicate habits and behaviors that support learning.

Related policy: [Policy #7125 - Grading](#).

2.2 Marking System

Grade	Range
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	Below 60

2.3 Learner Qualities

Cole reports learner qualities in five areas. These qualities describe how students engage with learning and contribute to the learning environment.

Learner Quality	Meets Expectations	Exceeds Expectations
Engages in learning activities	Focuses on tasks and uses time appropriately; participates actively; demonstrates increasing self-direction.	Takes a leadership role; seeks additional learning opportunities; demonstrates genuine interest in learning.
Collaborates with others	Respects the opinions of others; works with a range of peers; speaks and listens at appropriate times; contributes meaningfully.	Builds on others' contributions; encourages participation; remains open-minded about different perspectives and opinions.
Demonstrates effort	[The current handbook does not include the complete "meets expectations" descriptor. Insert approved language.]	Perseveres through challenging tasks or situations and initiates opportunities for academic growth.
Prepared and ready to learn	Comes to class with needed work and materials; arrives at expected times; follows classroom routines.	Assists others with classroom routines; arrives at expected times; transitions to new activities smoothly.
Respectful of the learning environment	Uses classroom materials appropriately; listens and speaks at appropriate times using expected language and tone; keeps hands, feet, and body to self.	Serves as a role model and enhances the learning environment through words and actions.

Code	Meaning
S	Satisfactory
I	Incomplete
U	Unsatisfactory
P/F	Pass/Fail

2.4 Report Card Comments and Growth Indicators

Report card comments may recognize strengths or identify actions that would support continued growth.

3. Homework, Missing Work, and Academic Support

3.1 Assignment Expectations

Teachers and teams communicate assignment expectations, due dates, materials, and opportunities for support. Students are expected to monitor the tools used by their team or teachers, including the team website, class platform, Aspen, and their agenda, as applicable.

3.2 Work Missed During an Absence

Students should monitor the team website or class platform for missed classwork and homework. When possible, students should complete accessible assignments while absent.

- One-day absence: Work may be completed at home when available or made up when the student returns.
- Two or more days: Families may contact the main office by 9:00 a.m. on the second day or later to request materials that cannot be accessed online. Hard-copy materials may be arranged for pickup after 3:00 p.m.

- Extended absence: Students should make arrangements with their teachers to complete missed or outstanding work after returning.

See Part III: Attendance, Tardiness, Early Dismissal, Truancy, and Make-Up Work; [Policy #7125 - Grading](#).

3.3 Extra Help and Academic Assistance

Students are encouraged to ask questions, use teacher feedback, and attend available extra-help opportunities. Teachers and teams will communicate when and how students may receive additional support. Team-specific information is available on the [Cole Team Pages](#).

3.4 Academic Integrity and Responsible Use of AI

Students are expected to submit work that accurately represents their own learning and to follow teacher directions regarding collaboration, sources, technology, and artificial intelligence. School-specific concerns are addressed in coordination with the districtwide academic-integrity, acceptable-use, and AI expectations.

See Part III: Technology, Acceptable Use, Internet Safety, Digital Citizenship, and Artificial Intelligence; [Policy #7600 - Responsible Use of Artificial Intelligence](#).

4. Assessment

4.1 Classroom and District Assessment

Teachers use a range of assessments to understand student learning, provide feedback, plan instruction, and identify areas for additional support or enrichment. Assessments may include classwork, quizzes, tests, projects, performance tasks, presentations, and district assessments.

4.2 State Assessments

Students in Grades 6, 7, and 8 participate in the Rhode Island Comprehensive Assessment System (RICAS) English language arts/literacy and mathematics assessments. Grade 8 students also participate in the Next Generation Science Assessment (NGSA). Testing requirements and schedules are subject to state guidance and should be confirmed annually.

4.3 Results and Family Support

Families receive student assessment results when they become available. Parents and guardians who would like assistance interpreting results may contact the school counseling department or the appropriate teacher or administrator.

5. Multi-Tiered System of Supports and Lancer Learning Time

5.1 Purpose of MTSS

Cole uses a Multi-Tiered System of Supports (MTSS) to identify and respond to students' academic, behavioral, attendance, and social-emotional strengths and needs. MTSS combines strong core instruction, timely intervention, enrichment, progress monitoring, and collaborative problem solving.

5.2 Universal Screening and Data Review

Students participate in universal screening and other assessments during the school year. Teams review i-Ready universal-screening data, classroom performance, attendance, and other relevant information to identify students who may benefit from additional support or enrichment.

- Data are reviewed at least quarterly for LLT placement and instructional planning.
- Team leaders prepare student rosters using available screening and performance data.
- Special education teachers and other team-based support staff participate in planning and instruction as appropriate.

5.3 Tier 1, Tier 2, and Individualized Supports

- Tier 1: All students receive standards-aligned core instruction, differentiation, and schoolwide academic and social-emotional supports.
- Tier 2: Students needing additional support may receive targeted small-group instruction during LLT. Teachers may use i-Ready My Path, IXL, and other approved resources while providing direct small-group instruction.
- More intensive or individualized support: When a student needs support beyond targeted small-group intervention, the school team may develop a more individualized plan, monitor progress more frequently, and involve additional staff and the family.

MTSS does not delay or replace a special education or Section 504 referral or evaluation when a disability is suspected or an evaluation is requested.

5.4 Intervention and Enrichment During LLT

The first two LLT blocks are academic and may provide either intervention or enrichment.

- Intervention is based on identified student needs and includes targeted instruction, practice, feedback, and progress monitoring.
- Enrichment provides learning beyond the regular classroom experience and remains separate from required science or social studies content so that students do not lose access to core curriculum based on LLT placement.
- Department heads develop or coordinate first-quarter enrichment materials, with subsequent materials reviewed and updated as the program develops.
- Placements may change as students demonstrate progress or new needs emerge.

5.5 Social-Emotional Learning

The third LLT block is dedicated to social-emotional learning using the school's approved program. Lessons are intended to build self-awareness, self-management, responsible decision-making, relationship skills, and a sense of belonging.

5.6 Family Communication

Families will be informed when a formal individualized MTSS plan is developed and will receive information about the area of need, planned support, progress-monitoring approach, and review process. Families may contact the student's team, school counselor, or administrator with questions or concerns.

6. Promotion and Placement

6.1 Promotion Requirements

Students who fail no more than one course for the school year, or who earn passing marks in all academic subjects and at least half of their nonacademic subjects, will be promoted. This language should be reviewed against the current adopted policy and school practice before publication.

Related policy: [Policy #8420 - Placement, Promotion, and Retention](#).

6.2 Students at Risk of Not Meeting Requirements

When a student is at risk of not meeting promotion requirements, the school should communicate with the family, review available academic and attendance information, identify supports, and provide opportunities for the student to address areas of concern. The school may convene a team meeting and develop an academic support plan.

6.3 Possible Options

When a student does not meet promotion standards, student may be assigned to do one of the following:

- Repetition of the entire grade;

- Satisfactory completion of summer school; or
- Completion of an approved tutoring program and a passing grade on a qualifying examination, with principal approval.

7. Schoolwide Learner and Behavior Expectations

7.1 Proud to Be LANCERS

Cole's schoolwide expectations provide common language for how students learn, interact, and care for the school community. Students are expected to demonstrate these expectations throughout the school day and during school-sponsored activities.

L - Lead by example.

A - Always strive to be kind to one another.

N - Nurture the core values of Cole.

C - Choose to make a difference.

E - Exemplify safe behavior.

R - Respect all school policies and expectations.

S - See something... say something.

7.2 LANCERS Expectations by Setting

	Schoolwide	Classrooms	Cafetorium	Hallways and Stairways	Restrooms and Locker Rooms
L	Lead by example.	Listen and speak at appropriate times.	Listen and speak at appropriate times.	Lock materials in lockers.	Lead by example.
A	Always strive to be kind to one another.	Always try your best.	Ask permission before leaving the room.	Always be kind to one another.	Allow others space and privacy.
N	Nurture the core values of Cole.	Navigate through challenges.	Remain seated appropriately.	Navigate halls and stairs in the expected manner.	Use facilities only when needed and as intended.
C	Choose to make a difference.	Come to class prepared and ready to learn.	Clean up after yourself.	Clear hallways and stairs of lost or dropped items.	Clean up after yourself.
E	Exemplify safe behavior.	Exemplify safe behavior.	Exemplify safe behavior.	Exemplify safe behavior.	Exemplify safe behavior.
R	Respect all school policies and expectations.	Respect the school, yourself, and others.	Respect the school, yourself, and others.	Respect the school, yourself, and others.	Respect the school, yourself, and others.
S	See something... say something.	See the value in learning and growth.	Speak using an appropriate volume.	Stay to the right.	Store materials and clothing in a locker and take them when finished.

7.3 School-Level Supports and Responses

Teachers and administrators use school-level responses to reteach expectations, address harm, support reflection, and maintain a safe and productive learning environment. Depending on the circumstances, responses may include redirection, a student conference, family communication, restorative action, mediation, increased supervision, loss of a related privilege, lunch restriction, or detention.

See Part III: Student Conduct, Interventions, Disciplinary Responses, and Due Process; [Policy #8310 - Code of Student Conduct](#).

7.4 Building Detention

The current handbook states that building detention is held after school from 2:30 to 3:30 p.m. for violations of school rules, including tardiness and failure to meet Cole's behavior expectations. Families receive at least 24 hours' notice, and a parent or guardian signature is required. Confirm the time, location, notice process, transportation expectations, and signature requirement for 2026-2027.

8. Student Activities and Evening Events

8.1 Clubs, Organizations, and Student Leadership

Cole offers clubs, organizations, performances, student leadership opportunities, and other activities based on student interest, staffing, and available resources. Current offerings and advisor information are available on the [Cole Clubs & Extracurriculars page](#).

8.2 Dances and Evening Events

Cole may host dances or evening events that allow students to socialize with peers outside the regular school day. These events are a privilege for students who demonstrate respect, responsibility, and engagement in learning.

- Only Cole Middle School students may attend unless the school announces a different approved procedure.
- Tickets or admission are generally obtained before the event. Tickets are not ordinarily sold at the door.
- Students must remain at the event until dismissal unless a parent or guardian is present and an administrator approves an early departure.
- Families must pick students up promptly at the conclusion of the event.
- School rules remain in effect. Students may be removed from an event for significant misconduct, and a parent or guardian may be required to pick up the student.
- Personal electronic devices, photographs, and videos are not permitted unless the school provides explicit authorization.
- Students must meet the school-day attendance requirement described in Part III to participate, unless an administrator approves an exception.
- Students may be restricted from an event based on current academic or behavioral concerns in accordance with district policy and an individualized review.
- Middle school students may not attend high school events without a parent or guardian when permitted by event rules; high school students may not attend middle school events unless specifically authorized.

See Part III: Electronic Devices and Smartwatches; Athletics, Extracurricular Activities, and School Events; [Policy #10200 - Use of Electronic Devices in Schools](#).

9. Athletics and Intramurals

9.1 Interscholastic Athletics

Cole interscholastic athletics involve competition with other schools and are governed by district requirements and Rhode Island Interscholastic League (RIIL) rules. Students in Grades 6, 7, and 8 may try out for available middle school teams, subject to eligibility and registration requirements.

RIIL information: www.riil.org

9.2 Registration, Physical Examination, and Insurance

- Students must complete the district activity-registration process before participating.
- A current sports participation physical is required. The physical examination must have been completed within the twelve months preceding the tryout date.
- If a physical expires during a season, the family is responsible for providing updated documentation to the school nurse.
- Health insurance is required. Information about school health insurance may be available through the main office when a student does not have other coverage.

Activity registration and the current athletics handbook are available on the [Cole Athletics page](#).

9.3 Sports Offered

Season/Category	Sports
Current handbook list	Co-ed Cross-Country; Boys Soccer; Girls Soccer; Boys Basketball; Girls Basketball; Unified Cross-Country; Unified Basketball; Softball; Baseball

Related policy: [Policy #8130 - Athletics](#).

9.4 Intramural Athletics

Students in Grades 6, 7, and 8 may participate in intramural athletics when offered. Sign-ups occur before each season, and activities are scheduled throughout the week. The current handbook identifies flag football, basketball, and volleyball as possible intramural offerings. Programs may change based on staffing, space, and student interest.

9.5 Participation Expectations

Students must meet registration, attendance, academic, behavioral, and activity-specific expectations. A restriction from participation will be based on the circumstances and implemented consistently with district policy and student protections.

See Part III: Athletics, Extracurricular Activities, and School Events; [Policy #8130 - Athletics](#).

10. Field Trips and School-Sponsored Activities

10.1 Permission and Preparation

Before a field trip, families receive information about the date, purpose, destination, departure and anticipated return times, transportation, and any special clothing, meal, health, or medication needs. A parent or guardian must provide permission when required.

- Students should obtain or review assignments for classes missed during the trip.
- Families should notify the school nurse or principal of medical, accessibility, dietary, or other needs in advance.
- Students ordinarily use school-provided transportation unless an exception is approved in advance by the administration.

- School rules and staff directions apply throughout the trip.

See Part III: Field Trips and School-Sponsored Activities; [Policy #2196 - Field Trips](#).

11. School-Specific Student Routines

11.1 Cafeteria

Students are expected to use appropriate dining manners, follow staff directions, remain in approved areas, and dispose of their own lunch materials. Throwing food or other objects is prohibited and may result in a school response. During lunch, students may be in the cafeteria or another area specifically designated and supervised by the school.

11.2 Hallways, Stairways, and Passing Between Classes

Students should move safely and respectfully, stay to the right, keep hallways and stairs clear, and arrive at class on time. Students may not be in corridors during class or lunch without authorization. Unless directed otherwise or responding to an emergency, students should use the designated stairways and should not enter a classroom without an adult present.

11.3 Lockers, Restrooms, and Locker Rooms

Students should store materials and clothing in assigned lockers, keep personal belongings secure, and use restrooms and locker rooms only when needed and as intended. Students must respect the privacy, space, and property of others and leave facilities clean.

See Part III: School Property, Searches, District Equipment, and Personal Belongings.

11.4 Bicycles and Skateboards

Students riding bicycles must wear helmets as required by Rhode Island law. Bicycle racks are available outside the school, and students are responsible for locking their bicycles. Bicycles must remain in the racks during the school day. Skateboards may not be used on school grounds. Confirm whether additional procedures apply to scooters, rollerblades, or other wheeled devices.

11.5 Personal Items

Students should avoid bringing toys, trading cards, valuable items, or other belongings that are not needed for instruction. Items that interfere with teaching, learning, safety, or student relationships may be restricted or held by school staff in accordance with school and district procedures.

See Part III: Prohibited Conduct and Articles; Electronic Devices and Smartwatches.

PART III. DISTRICTWIDE INFORMATION AND POLICY SUMMARIES

1. Purpose of This Districtwide Section

This section is designed to serve as a districtwide informational and procedural guide for East Greenwich Public Schools students and families. It summarizes requirements, rights, responsibilities, and procedures that apply across district schools.

The summaries in this section do not replace adopted School Committee policy, federal or state law, or regulation. When a handbook summary conflicts with an adopted policy, law, or regulation, the policy, law, or regulation will govern. Questions may be directed to the student's school or the appropriate district office.

Related Resources

Resource: [East Greenwich Public Schools Policy Manual](#)

2. District Mission and Commitment to Equal Access

The mission of East Greenwich Public Schools is to genuinely know, support, and celebrate all students in meeting their full potential. The district is committed to meaningful collaboration among faculty, staff, students, families, and the community and recognizes the collective responsibility to provide a high-quality education for all.

East Greenwich Public Schools is committed to preventing unlawful discrimination and providing equal access to educational programs, services, and activities. Students and families may report discrimination or request assistance accessing a district program through the appropriate school or district administrator.

Related Policies

[Policy #1210 - Non-Discrimination and Complaint Resolution](#)

3. District Calendar, Communication Protocol, and School Closures

The district calendar identifies scheduled school days, holidays, vacations, professional learning days, and planned school closures. Families should use the current district calendar when scheduling travel, appointments, and other activities that may affect attendance.

Questions and concerns are generally best addressed first with the staff member most directly involved. Families should use the [East Greenwich Public Schools Communication Protocol](#) when a matter requires additional assistance or review. This process does not prevent immediate reporting of an emergency, safety concern, suspected abuse or neglect, bullying, discrimination, harassment, retaliation, or a threat of harm.

East Greenwich Public Schools uses its communication systems to notify families of weather-related cancellations, delayed openings, early dismissals, and other emergency schedule changes. Families should rely on official district communications and keep contact information current in Aspen.

Related Policies and Resources

[Policy 2113 Appeals and Review](#)

[Policy #6110 - Community Outreach](#)

[Policy #2125 - Inclement Weather](#)

Resource: [East Greenwich Public Schools District Calendar](#)

4. [Aspen Family Portal](#), FERPA, PPRA, and Family Opt-Outs

The [Aspen Family Portal](#) provides access to student information and district notices. Parents and guardians should review and update contact information, emergency contacts, address, transportation information, health information, and authorized pickup information whenever changes occur.

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. Parents and guardians, and eligible students when applicable, have the right to inspect and review records, request correction of information believed to be inaccurate or misleading, and control disclosure of personally identifiable information except when disclosure is otherwise permitted by law.

The Protection of Pupil Rights Amendment (PPRA) provides rights related to certain surveys, marketing activities, instructional materials, and nonemergency physical examinations or screenings. The district will provide notice and consent or opt-out opportunities when required.

Parents and guardians who do not want their child photographed or included in designated directory information must make the appropriate selection in Aspen or complete the district's opt-out process. An opt-out becomes effective after it is received and processed.

Related Resources

Resource: [Aspen Family Portal and Directions](#)

Notice: Annual FERPA and Directory Information Notice

Notice: Annual PPRA Notice

Form: District Photo and FERPA Opt-Out

Resource: [Secure Storage](#)

5. Instructional Materials Notice and Opt-Out

East Greenwich Public Schools is committed to fostering student belonging and inclusivity. Our instructional materials seek to be representative of a diverse array of students and families. The 2025 US Supreme Court case *Mahmoud v. Taylor* ruling requires school districts to provide parents and guardians with notice about lessons involving LGBTQ+ inclusive materials and to allow them to opt their children out of those lessons based on religious objections. If you wish to receive these notices with the opportunity to opt-out, please check the box in Aspen and EGHS will provide these opt-out notices in compliance with this ruling.

6. Attendance, Tardiness, Early Dismissal, Truancy, and Make-Up Work

Regular and timely attendance is essential to learning. Rhode Island law requires students to attend school during the days and hours that school is in session. Parents and guardians must follow the school's procedure for reporting an absence, tardy arrival, or early dismissal.

Schools monitor cumulative attendance and communicate with families when a student is approaching or has reached chronic absenteeism. Persistent concerns may result in an attendance-support plan, a family meeting, intervention by school staff, or referral to the district truancy officer or other appropriate authority.

Students are responsible for completing work missed during an absence. Teachers will provide reasonable opportunities to complete assignments and assessments in accordance with the district grading policy and school procedures. Some instructional experiences cannot be recreated; in those circumstances, an alternative assignment or another method of demonstrating learning may be provided.

Each school will publish its own attendance-reporting time, tardy location, early-dismissal procedure, and process for obtaining work during short-term or extended absences. Schools may also establish attendance requirements for participation in after-school and evening activities, subject to administrative exceptions.

Related Policies and Resources

[Policy #7125 - Grading](#)

[Policy #8420 - Placement, Promotion, and Retention](#)

Law: R.I. General Laws § 16-19-1 - Compulsory Attendance

Resource: [School-Specific Attendance and Dismissal Procedures](#)

7. Academic Reporting, Assessment, Promotion, and Retention

East Greenwich Public Schools communicates student progress through report cards, progress reports, Aspen, conferences, assessment reports, and other grade-appropriate methods. Reporting may include progress toward standards, course or subject grades, learner qualities, work habits, attendance, missing work, and teacher comments.

Grading systems and report-card formats differ by grade span and are described in each school's academic section. Students participate in district and state assessments as required. Assessment results are considered with classroom evidence and other data to understand strengths, monitor progress, and plan instruction.

Promotion, placement, and retention decisions are based on multiple sources of information and are made in accordance with district policy. Families will be informed when a student may be at risk of not meeting grade-level, course, promotion, or placement requirements.

Related Policies and Resources

[Policy #7125 - Grading](#)

[Policy #8420 - Placement, Promotion, and Retention](#)

Resource: [Aspen Family Portal](#)

Resource: [District and State Assessment Information](#)

8. Special Education, Section 504, Multilingual Learners, and Student Services

EGPS District 504 Coordinator

Mr. Neil Marcaccio, Director of Student Services, nmarcaccio@egsd.net

East Greenwich Public Schools provides student services in accordance with federal and state requirements. The district identifies, locates, and evaluates students who may have a disability and require special education and related services. Parents and guardians may contact the school or Student Services Department with questions about referrals, evaluations, Individualized Education Programs, procedural safeguards, or services.

Students with a physical or mental impairment that substantially limits a major life activity may be eligible for accommodations under Section 504. Families may contact the student's school for information or to request a referral.

Potential multilingual learners are identified through the home-language survey, screening, observation, and other appropriate information. Families are informed of screening results and available services. Parents and guardians may accept or decline direct multilingual learner services in accordance with applicable requirements; students identified as English learners may remain subject to required annual language-proficiency assessments.

The [Special Education Advisory Committee](#) provides opportunities for families and community members to learn about and provide input regarding special education programs and services. Families may request translation or interpretation to support meaningful participation in school communications and meetings.

Related Policies and Resources

[Policy #8510 - Special Education](#)

Resource: [Student Services Webpage](#)

Resource: [Special Education Procedural Safeguards](#)

Resource: [Section 504 Information](#)

Resource: [Special Education Advisory Committee](#)

Resource: [Multilingual Learner Program](#)

9. Health Services, Immunization, Medication, and Illness

School health personnel maintain student health records, provide care for illness or injury, conduct required screenings, administer authorized medication, and support student health needs. Families must provide required immunization, physical examination, emergency, and medication information and should notify the school nurse when a student's health status changes.

Prescription and nonprescription medication may be administered only in accordance with district procedures and applicable health regulations. Required authorization and documentation must be completed before medication can be administered, this shall be updated on Aspen annually. Students may not share or transfer medication. Authorized self-carry and self-administration of designated emergency medication must be documented in advance.

A student who becomes ill or injured at school should notify a staff member and report to the health office or designated location. Students should not independently arrange dismissal by personal device. The nurse or school office will contact the parent, guardian, or authorized designee when dismissal is necessary. Medication and health arrangements for field trips must be completed before the activity.

Related Policies and Resources

[Policy #4135 - School Health Program](#)

[Policy #4140 - Immunization and Testing for Communicable Diseases](#)

[Policy #4145 - Medication Policy](#)

Resource: [Student Health Services](#)

10. School Meals and Food-Allergy Management

Healthy breakfast and lunch options are available through the district food-service program. Menus, meal-account information, free and reduced-price meal applications, and other program information are available through the district website.

Families must notify the school nurse of a student's food allergy or medically necessary dietary restriction. Based on the individual student's needs, the school may use designated seating, additional cleaning, food restrictions in specific areas, handwashing procedures, staff training, emergency medication access, or other appropriate measures.

Food-allergy practices may differ by school, classroom, or individual health plan. School-specific snack schedules and food restrictions are communicated in the school section of the handbook or directly to affected families.

Related Policies and Resources

[Policy #2155 - Free and Reduced Price Meals and/or Free Milk](#)

[Policy #2156 - Meal Credit Limits](#)

[Policy #4110 - Peanut Allergy](#)

Resource: [District School Meals Webpage](#)

Form: Free and Reduced-Price Meal Application

Resource: [Meal Account Information](#)

11. Emergency Drills

East Greenwich Public Schools conducts emergency drills in accordance with Rhode Island requirements. Drills may include fire, evacuation, lockdown, and other safety procedures.

Students are expected to follow staff directions promptly, move to or remain in designated locations, remain quiet when instructed, and treat each drill seriously. Schools will provide developmentally appropriate preparation and will consider accommodations for students with disabilities, medical conditions, sensory needs, or other individualized needs.

For safety reasons, detailed school emergency plans are not published in the handbook.

12. Visitors and Volunteers

All visitors must enter through the designated entrance, report to the school office, complete the visitor-management process, present identification when requested, wear a visitor badge, remain in authorized areas, and follow staff directions.

Volunteers must receive school approval before participating. Volunteers are required to have a current criminal background check on file when applicable and must complete the district's Volunteer Confidentiality Agreement. Information learned while volunteering must be kept confidential.

The district may limit or revoke visitor or volunteer access when necessary to protect safety, privacy, or the orderly operation of the school.

Related Resources

Form: Volunteer Confidentiality Agreement

Resource: [BCI/Criminal Background Check Procedures](#)

13. Student Dress Code

Students are expected to wear clothing that supports health, safety, inclusion, and participation in the educational program. The primary responsibility for student attire rests with the student and their parent or guardian.

Clothing may be addressed when it creates a health or safety concern, exposes body areas required to be covered, contains violent or unlawful content, promotes drugs or alcohol, includes hate speech, profanity, pornography, or sexual content, creates a hostile or intimidating environment, or materially disrupts teaching and learning.

Dress-code expectations must be enforced consistently and without discrimination. Religious, cultural, medical, disability-related, and other legally required accommodations will be respected. Schools may establish activity-specific footwear, clothing, or protective-equipment requirements.

Students Must Wear*, while following the basic principles stated above:

- A shirt with fabric covering the front, back, shoulders, and sides under the arms. The shirt must provide full torso coverage and be of sufficient length to remain appropriately covered during typical school activities.
- Pants/jeans or the equivalent (i.e. a skirt, sweatpants, leggings, a dress, or shorts)
- Appropriate Footwear

Students May Wear:

- Religious head wear
- Fitted pants, including opaque leggings, yoga pants, and “skinny” jeans
- Ripped jeans, as long as underwear and buttocks are not exposed
- Athletic attire

Students Cannot Wear:

- Hats (unless for medical or religious reasons)
- Raised hoods
- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments or private areas

- Visible sports bras
- Strapless tops or dresses that may result in private areas becoming intentionally or unintentionally exposed.
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)
- Sunglasses except for medical purposes

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, the school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined above. Students in violation will be provided three (3) options to be dressed to code during the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed to code for the remainder of the school day.
3. If necessary, students' parents/guardians may be called to bring alternative clothing for the student to wear for the remainder of the day.

No student should be affected by the dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, body maturity.

School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.

*(*Adapted from EGHS Dress Code Requirements)*

Related Policies

[Policy #1210 - Non-Discrimination and Complaint Resolution](#)

14. Electronic Devices, Acceptable Use, and Artificial Intelligence

Students must follow district policy and school procedures for cell phones, smartwatches, earbuds, headphones, tablets, cameras, gaming devices, district devices, accounts, networks, and other technology. During the school day, students may not have access to personal electronic devices. Personal devices must be stored away and may only be accessed with explicit authorization from EGPS staff or as provided through an approved accommodation or authorized exception, including on buses. If you rely on cell phones to communicate before/after school, please talk to your child ahead of time and make sure they are aware of the after-school arrangements, as they will not be permitted to check their cell phones at dismissal. Please reiterate to your child that while it is not acceptable for students to text/call/check their cell phones at any point on school grounds, students are ALWAYS encouraged to use the office phone to call home when they have a question or an issue. Parents are also encouraged to call the office if a plan changes in the middle of the day, as we are happy to get a message to your child.

District technology and accounts are provided for authorized educational purposes. Students are expected to protect passwords, access only authorized accounts and resources, communicate respectfully, protect personal and confidential information, follow copyright requirements, and avoid attempts to bypass district security or filtering.

Artificial intelligence tools may be used only when authorized by the teacher or district. Students are responsible for following directions, protecting personally identifiable information, reviewing AI-generated information for accuracy and bias, acknowledging AI assistance when required, and producing work that demonstrates their own learning.

Using a device or digital tool to record others without authorization, impersonate another person, harass, threaten, deceive, access prohibited content, or interfere with district systems may result in school consequences. Exceptions will be made for approved medical, safety, disability-related, or educational needs.

Please carefully review with your child the section in the student handbook (linked below) regarding cell phones. According to the EGPS [Policy #10200 Use of Electronic Devices in Schools 6.24.25](#),

Many parents use smart watches to track their child and make sure they have arrived safely, to and from school. This will be permitted, provided the watches are locked in the students' lockers upon arrival and remain there for the entire school day. Watches can be put back on as students leave the building, but should not be used to communicate until they are off school grounds and/or buses

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To ensure the safety of our students, staff, and visitors, E-bikes and other motorized mobility devices will not be allowed on elementary or middle school grounds. High school students may use these devices for transportation to and from school only if they comply fully with Policy #8500, all applicable laws, and school-based procedures. Failure to comply with these expectations may result in the loss of this privilege and other consequences consistent with the policy and Student Handbook.

Related Policies and Resources

[Policy #10110 - Acceptable Use](#)

[Policy #7600 - Responsible Use of Artificial Intelligence](#)

[Policy #10200 - Use of Electronic Devices in Schools](#)

[EG Policy #8500, E-Bikes and Motorized Mobility Devices](#)

Resource: [Student Acceptable Use Agreement](#)

Resource: [School-Specific Device Procedures](#)

15. School Property, Textbooks, Library Materials, and Personal Belongings

School buildings, lockers, desks, classrooms, common areas, textbooks, library materials, district devices, accounts, equipment, and other resources are district property. District property may be inspected by authorized school personnel in accordance with law and district procedures.

Students are expected to care for district property and return borrowed materials in good condition. Families may be responsible for repair or replacement when property is lost, damaged, destroyed, or not returned, subject to district procedures.

Students should avoid bringing unnecessary or valuable personal items to school. Personal belongings that are unsafe, prohibited, or disruptive may be confiscated. The district is not responsible for personal property that is lost, stolen, or damaged.

Related Policies and Resources

[Policy #7300 - Library Media Collection](#)

Resource: [Student Device Agreement](#)

Resource: [Lost or Damaged Property Procedures](#)

16. Student Conduct, Discipline, and Due Process

Students are expected to respect the rights and dignity of others, follow reasonable directions, attend and participate in learning, maintain safe behavior, use school property appropriately, act honestly, and comply with school and district expectations.

School personnel respond to conduct in a fair, developmentally appropriate, and individualized manner. Responses may include reteaching, redirection, a student conference, reflection, restorative action, family communication, counseling or support referral, mediation, loss of a related privilege, detention, increased supervision, behavior planning, in-school suspension, out-of-school suspension, or another response authorized by policy.

Students are entitled to notice of alleged misconduct and an opportunity to provide their account before disciplinary action is imposed, except when immediate removal is necessary to address an urgent safety concern. Parents and guardians will be notified of significant disciplinary action in accordance with policy.

Students with disabilities are entitled to the protections required by federal and state law, their Individualized Education Programs or Section 504 Plans, and district policy. Required reviews, services, and procedural safeguards will be provided when disciplinary removals may affect educational placement.

Related Policies and Resources

[Policy #8310 - Student Code of Conduct](#)

[Policy #8510 - Special Education](#)

Resource: [Student Discipline and Due-Process Procedures](#)

Resource: [Special Education Procedural Safeguards](#)

17. Academic Integrity

Students are expected to produce original work and accurately represent what they know and can do. Academic dishonesty may include copying, plagiarism, unauthorized collaboration, obtaining or sharing answers, falsifying information, using unauthorized resources, or submitting work created by another person or an artificial intelligence tool as one's own.

Teachers will communicate when collaboration, outside assistance, digital tools, or artificial intelligence are permitted and how sources or assistance must be acknowledged. Responses to academic dishonesty may include an opportunity to explain or demonstrate learning, an academic consequence, parent or guardian contact, and other school responses appropriate to the circumstances.

Related Policies

[Policy #7125 - Grading](#)

[Policy #7600 - Responsible Use of Artificial Intelligence](#)

18. Prohibited Conduct and Articles

Conduct or items that threaten safety, violate the rights of others, damage property, interfere with instruction, or substantially disrupt school operations are prohibited.

Examples include fighting or assault, threats, weapons or look-alike weapons, fireworks or incendiary devices, drugs or alcohol, tobacco or nicotine products, vaping devices, theft, vandalism, false alarms or threats, harassment, discrimination, bullying, retaliation, hazing, technology misuse, leaving school without authorization, and repeated refusal to follow reasonable school expectations.

Toys, trading cards, games, and other personal items not required for instruction may be restricted when they interfere with teaching, learning, safety, or student relationships. Prohibited or disruptive items may be confiscated and may require parent or guardian retrieval.

Related Policies

[Policy #8310 - Student Code of Conduct](#)

[Policy #1230 - Non-Smoking](#)

[Policy #4215 - Health and Wellness](#)

19. Bullying, Intimidation, Harassment, and Retaliation

East Greenwich Public Schools prohibits bullying, cyberbullying, intimidation, harassment, and retaliation. Reports may involve written, verbal, electronic, social, or physical conduct that causes harm, creates fear or a hostile educational environment, interferes with a student's rights, or substantially disrupts the educational process.

Students, families, staff members, volunteers, and others may report a concern to a teacher, school counselor, administrator, or other designated employee or through the school's reporting form. Staff members and volunteers must report suspected bullying in accordance with policy.

The school will review reports, notify families as required, provide support when appropriate, and take corrective or disciplinary action based on the findings and circumstances. Retaliation against a person who reports, participates in an investigation, supports another person, or exercises a protected right is prohibited. Anonymous reports may be accepted, although disciplinary action may not be based solely on an anonymous report.

Related Policies and Resources

[Policy #8245 - Bullying, Intimidation and Harassment](#)

[Policy #1210 - Non-Discrimination and Complaint Resolution](#)

Form: [School Bullying/Harassment Reporting Form](#)

20. Nondiscrimination and Complaint Resolution

East Greenwich Public Schools prohibits unlawful discrimination and is committed to equal opportunity for students, employees, applicants, and contractors. Discrimination or harassment based on a legally protected status may be reported to a school administrator, the district's Non-Discrimination Coordinator, or another authorized employee.

The district may provide supportive measures and will review or investigate reports in accordance with policy. Informal or formal complaint options may be available. Confidentiality will be protected to the extent reasonably possible while allowing the district to respond, investigate, and meet legal obligations.

Retaliation against a person for reporting discrimination, participating in an investigation, supporting another person, or exercising a protected right is prohibited.

Related Policies and Resources

[Policy #1210 - Non-Discrimination and Complaint Resolution](#)

[Policy #1205 - Transgender Non-Discrimination](#)

Form: Discrimination or Harassment Reporting Form

Resource: [Non-Discrimination Coordinator Contact Information](#)

21. Title IX and Grievance Procedures

East Greenwich Public Schools prohibits discrimination on the basis of sex in its educational programs and activities. Concerns involving sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, stalking, or retaliation may be reported to any school employee or directly to the Title IX Coordinator.

After receiving a report, the district will provide information about supportive measures and available complaint options and will follow the procedures required by the Title IX policy. Supportive measures may be available whether or not a formal complaint is filed.

The district will protect the rights of the complainant and respondent, complete required review and investigation procedures, and take appropriate action based on the findings. Retaliation against a person for making a report, participating or declining to participate in a proceeding, supporting another person, or exercising rights under Title IX is prohibited.

Related Policies and Resources**[Policy #1215 - Title IX and Grievance Procedure](#)****Form:** Title IX Reporting or Complaint Form**Resource:** [Title IX Coordinator Contact Information](#)**22. Field Trips and School-Sponsored Activities**

Field trips and off-campus activities extend the educational program. Families will receive information appropriate to the activity, including the date, purpose, destination, departure and return times, transportation, cost when applicable, meal or clothing requirements, medical procedures, and permission requirements.

Students must follow school rules and staff directions during transportation and at the destination. Families must notify the school in advance of medical, accessibility, dietary, or other needs so arrangements can be considered.

Students ordinarily use district-approved transportation unless an exception is approved in advance. Participation may be limited following an individualized review of significant safety or behavioral concerns and in accordance with disability, nondiscrimination, and educational-access requirements. When a required curricular activity cannot be attended, the school will provide an appropriate alternative educational experience.

Related Policies and Resources**[Policy #2196 - Field Trips](#)****Form:** [District Field Trip Permission Form](#)**Resource:** [Field Trip Medication Procedures](#)**23. Athletics and Extracurricular Activities**

Athletics, clubs, intramurals, performances, dances, and other activities provide opportunities for participation, connection, and growth. Participation may require registration, a current physical examination, health insurance, academic eligibility, attendance, appropriate conduct, and compliance with team, school, district, or Rhode Island Interscholastic League requirements.

Students participating in or attending a school-sponsored activity remain subject to the Student Code of Conduct and school rules. Schools will communicate activity-specific requirements and any restrictions on participation.

Related Policies and Resources**[Policy #8130 - Athletics](#)****Resource:** [EGPS Athletic Handbook](#)**Resource:** [Activity Registration](#)**Resource:** [School-Specific Clubs and Activities](#)**24. Transportation and Bus Conduct**

Students using district-provided transportation are under the supervision and authority of East Greenwich Public Schools while on a school bus or other district vehicle.

Students must follow the directions of the driver and monitor, remain in assigned seats when required, keep aisles and exits clear, use respectful behavior, avoid distracting the driver, protect transportation property, and board and exit safely.

Students may be assigned seats or receive other interventions when necessary for safety. Serious or repeated misconduct may result in a temporary or extended loss of transportation privileges in accordance with policy. Students may ride only the assigned bus and use the assigned stop unless an authorized change is approved.

Routes, stops, eligibility, transportation forms, and building-specific loading and dismissal procedures are communicated separately.

Related Policies and Resources

[Policy #2160 - Transportation](#)

Resource: [Bus Routes and Schedules](#)

Form: Transportation Request or Change Form

Resource: [Transportation Contact Information](#)

[Transportation Decline Form](#)

[Daycare Transportation Form](#)

25. Fundraising, Gifts, Grants, and Commercial Activities

Fundraising conducted during school hours, on school property, or as part of a school-sponsored activity requires prior approval from school administration and the Superintendent in accordance with district policy.

Fundraising must support an approved educational, extracurricular, charitable, or school-community purpose; protect student privacy; avoid coercive participation; follow district financial procedures; and comply with applicable food, wellness, and safety requirements.

Communications should clearly distinguish activities sponsored by East Greenwich Public Schools from events independently organized by a parent-teacher group or another outside organization.

Related Policies and Resources

[Policy #2190 - Fundraising, Gifts, Grants, and Commercial Activities](#)

Form: Fundraising Approval Request

26. Handbook Review and Acknowledgment

Students and parents or guardians are expected to review the school handbook, including the school-specific sections and this districtwide section. The acknowledgment confirms that the handbook was received or made available and that the family knows how to access the complete School Committee policies.

Signing the acknowledgment does not waive student or family rights. District policies and procedures may be updated during the school year; the most recently adopted policy or current district procedure will govern.

A translated, interpreted, printed, or accessible version of the handbook may be requested from the school.

Related Resources

Resource: [East Greenwich Public Schools Policy Manual](#)

Acknowledgment

I acknowledge that the student handbook has been provided or made available to me. I understand that it contains school-specific procedures and summaries of district policies and expectations. I understand that the complete and most current School Committee policies are available through the district policy manual.

Student Name: _____

Student Grade: _____

Student Signature, when appropriate: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Received by School Staff: _____

Date Received: _____