



School Committee Policy Manual

BARRINGTON PUBLIC SCHOOLS

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ABD: Controlled Substance & Alcohol Testing Policy for Employees – CMV Drivers

I. PURPOSE

WHEREAS Barrington Public Schools:

- Is required by the U.S. Department of Transportation, Federal Motor Carrier Safety Administration to establish programs designed to help prevent accidents and injuries resulting from the misuse of alcohol or use of controlled substances by drivers of commercial motor vehicles; and
- Values its employees and recognizes each employee's need for a safe and healthy work environment and is committed to maintaining a safe workplace for its drivers and other users of the roadways that is free from illegal controlled substance use and misuse of alcohol; and
- Recognizes employees who use illegal controlled substances and abuse alcohol tend to be less productive, less reliable, more prone to accidents, and more prone to absenteeism, all of which potentially will result in increased accidents, costs, and risk to the Employer, its employees, and the general public.

Accordingly, **Barrington Public Schools** has amended its "Controlled Substance and Alcohol Testing Policy" in compliance with the following laws and regulations.

REGULATORY REFERENCES

U.S. Department of Transportation (DOT), Federal Motor Carrier Safety Administration Regulations (FMCSA), 49 CFR Parts 382 et al as originally published February 15, 1994, Revised December 5, 2016, and including any subsequent amendments.

U.S. Department of Transportation's published 49 CFR Part 40 as originally published December 1, 1989, Revised August 8, 2016, and including any subsequent amendments.

PREEMPTION of State and Local Laws

1. Except as provided in paragraph (b) of this section, this part preempts any State or local law, rule, regulation, or order to the extent that:
 - a. Compliance with both the State or local requirement is not possible; or
 - b. Compliance with the State or local requirement is an obstacle to the accomplishment and execution of any requirement in this part.
2. This part shall not be construed to preempt provisions of State criminal law that impose sanctions for reckless conduct leading to actual loss of life, injury, or damage to property, whether the provisions apply specifically to transportation employees, employers, or the general public.

OTHER REQUIREMENTS IMPOSED BY EMPLOYERS



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Except as expressly provided in this part, nothing in this part shall be construed to affect the authority of employers, or the rights of drivers, with respect to the use of alcohol, or the use of controlled substances, including authority and rights with respect to testing and rehabilitation.

II. APPLICABILITY

The drivers subject to drug and alcohol testing under this Policy are those drivers required to have a Commercial Driver's License (CDL), and operate a Commercial Motor Vehicle (CMV) which is a motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the vehicle:

1. Has a gross combination weight rating or gross combination weight of 26,001 pounds or more, whichever is greater, inclusive of a towed unit(s) with a gross vehicle weight rating or gross vehicle weight of more than 10,000 pounds, whichever is greater; or
2. Has a gross vehicle weight rating or gross vehicle weight of 26,001 or more pounds, whichever is greater; or
3. Is designed to transport 16 or more passengers, including the driver; or
4. Is of any size and is used in the transportation of materials found to be hazardous for the purposes of the Hazardous Materials Transportation Act (49 U.S.C. 5103(b)) and which require the motor vehicle to be placarded under the Hazardous Materials Regulations (49 CFR part 172, subpart F).

(Includes the Licencia Federal de Conductor (Mexico) requirements and the commercial driver license requirements of the Canadian National Safety Code.)

Any school nurse-teacher or other school personnel using an opioid antagonist shall be protected from both civil and criminal liability pursuant to the provisions of chapter 28.9 of title 21 (the Good Samaritan overdose prevention act of 2016).

Exceptions: 49 CFR part 382 shall not apply to employers and their drivers: (1) Required to comply with the alcohol and/or controlled substances testing requirements of 49 CFR part 655 (Federal Transit Administration alcohol and controlled substances testing regulations); or (2) Who a State must waive from the requirements of 49 CFR part 383. These individuals include active-duty military personnel; members of the reserves; and members of the National Guard on active duty, including personnel on full-time national guard duty, personnel on part-time National Guard training and National Guard military technicians (civilians who are required to wear military uniforms), and active-duty U.S. Coast Guard personnel; or (3) Who a State has, at its discretion, exempted from the requirements of 49 CFR part 383.



AC: Diversity Equity, & Inclusivity Policy

I. PURPOSE

Barrington Public Schools (BPS) acknowledges that students need to feel included, safe, accepted, engaged and empowered by what they are learning, supported by teachers and staff, and welcomed into an inclusive learning environment. BPS is committed to the development of each student's unique potential through ensuring safe and inclusive schools, championing bias-free practices by recognizing and challenging our biases, and implementing a culturally relevant and responsive curriculum. BPS will make equity and inclusive education an integral part of its operations.

BPS believes that all students and staff deserve a respectful and inclusive environment. The Diversity, Equity, and Inclusivity (DEI) Policy supports the expectations and strategies outlined in the DEI Implementation Plan, designed to reinforce how race, ethnicity, language, disability, religion, age, sex, socio-economic status, sexual orientation, gender identity or expression, country of ancestral origin, interrupted education status, military status, or any other category protected by law affect and influence district-wide practices.

II. DEFINITIONS

Educational Equity: “To ensure just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.”*

Equity: To provide students with the resources and individualized supports they need to thrive academically, socially, emotionally, and physically in alignment with their identity.

Access: To provide all students and staff with the ability to fully engage in the programs and services available through BPS without physical, socio-economic, or perceived barriers.

Inclusivity: BPS believes that the individual's intersecting identities shape who they are, their perspectives of the world, and the ways in which they experience the world. To embrace inclusivity, BPS will explicitly support the individual in remaining true to themselves, while encouraging a deep understanding, appreciation, and celebration of diverse communities, perspectives, experiences, cultures, and contexts.

In order to achieve our purpose, we commit to the following:**



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- We believe the most effective way to tackle issues of privilege and systemic bias is to name them, talk about them, and take personal and collective responsibility to change them.
- We believe that it is not the job of the people being targeted by prejudice and discrimination to start the dialogue, carry the emotional labor of the conversations, or grant absolution to those who are feeling shame and guilt about the pain being experienced by others.
- We believe that the greatest casualty of trauma is the emotional, and sometimes physical, safety required to be vulnerable, and that, in addition to violence and neglect, poverty, racism, sexism, ageism, ableism, sizeism, homophobia, transphobia, islamophobia, xenophobia, and other systemic forms of oppression and/or bias are trauma.
- We also believe that everyone deserves safe spaces to be vulnerable; therefore, we work to both create safe spaces for individuals and we work to promote social justice. It is another form of injustice to ask generations of people to forego the life-giving experiences that are born of vulnerability until our systems are equitable and just.
- We believe that shame is a tool of oppression and is not an effective social justice tool.
- We acknowledge that these beliefs only have value if they are also reflected in our practice, and we are committed to practicing these beliefs at every level.

III. IMPLEMENTATION

BPS Policies, Programs, and Practices

1. BPS will articulate its identity, mission, and commitment to the principles of equity and inclusiveness that involves all staff/support professionals, students, and families using a whole-school approach to school and community stakeholders;
2. BPS, through cyclical policy reviews, will embed principles of acceptance, equity, and inclusive education in all its other policies, programs, guidelines, and practices, so that an equity and inclusive education focus is an integral part of BPS's operation;
3. BPS will ensure all future policies, guidelines, and practices are drafted and implemented in accordance with the diversity equity and inclusiveness policy;
4. BPS will implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning.
5. BPS will identify education and/or training required to assist the



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school committee, administrators, students, parents, and staff in implementing the equity and inclusive education policy.

School-Community Partnership and Communication

BPS shall seek collaboration with, and active engagement from students, parents, staff, and other community partners to create and sustain a positive school climate that is inclusive, accepting, and supportive of student success.

1. BPS will review the structures of existing committees and partnerships to help ensure they reflect the principles of equity and inclusive education;
2. BPS will endeavor to expand community outreach efforts to encourage a positive school climate and to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members, and various community organizations, including business groups;
3. BPS will strive to draw upon the expertise of related partners to explore innovative ways of sharing resources that can help the District meet the diverse needs of its students and provide new and relevant learning opportunities;
4. Principals will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

Culturally Relevant and Responsive Curriculum and Assessment Practices

1. Principals will support teaching staff in the use of inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of students and their learning pathways while facilitating a positive school climate that is inclusive and accepting of all students;
2. Principals will draw upon strategies that have been shown to support student success and reduce achievement gaps, including reviewing resources, instruction, and assessment and evaluation practices to identify and eliminate stereotypes, discriminatory biases, and systemic barriers;
3. BPS will provide opportunities for administrators, teachers, and non-teaching staff to participate in training on equity and inclusive education while facilitating a positive school climate that is inclusive and accepting of all students.

Accountability and Transparency

1. BPS will communicate the equity and inclusive education policy to all stakeholders and make it readily accessible by posting it on the District's website;



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2. BPS and school improvement plans, within the context of the District's strategic plan, will take into consideration the District's equity and inclusive education policy and create measurable, concrete goals;
3. The Assistant Superintendent will prepare an annual report that will include updates on the progress in implementing its equity and inclusive education practices.

Ottawa Catholic School Board Equity and Inclusive Schools Policy:

<https://docs.google.com/document/d/1HBuWqGupqWEic0bEO6rtGynoAg3FnitOFmu-RumobtA/edit>

*Great Schools Partnership

**Brene Brown's BBEARG Belonging Statement:

<https://brenebrown.com/bbearg-belonging-statement/>



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AC: Nondiscrimination

A. Policy

The School Department does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, citizenship, or status as a disabled veteran, or past or present honorable military service with respect to access to, the provision of, or employment in its educational services, programs and activities, including admissions, athletics and other School Department programs. It is the policy of the School Committee to maintain an educational and working environment free of unlawful discrimination and harassment in any form.

Supervisors, administrators and all other employees, as well as students, are absolutely prohibited from engaging in unlawful discrimination and/or harassment of School Department employees, students and visitors.

This policy is, and is intended to be, consistent with:

- Title IX of the Educational Amendments Act of 1972
- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Executive Order 11246
- The Equal Pay Act
- The Age Discrimination in Employment Act
- The Americans with Disabilities Act
- Section 503 of the Rehabilitation Act of 1973
- Section 504 of the Rehabilitation Act of 1973
- Uniformed Services Employment and Reemployment Act of 1994
- The Immigration Reform and Control Act of 1986;
- The Rhode Island Fair Employment Practices Act; and
- pertinent and relevant references to the Rhode Island General Laws, Executive Orders, and mandates of the Rhode Island Department of Elementary and Secondary Education.

The person named on Exhibit A to this Policy is designated as the School Department's Coordinator for the enforcement of this Policy ("Nondiscrimination Compliance Officer"), and is charged with ensuring that the School Department has complied with the mandates of all state and federal laws and regulations concerning non-discrimination and anti-harassment.

This policy is intended to supplement and coordinate with the School Committee's Sexual Harassment Policy.

B. Procedure for Filing a Complaint of Discrimination

Employees



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Any employee aggrieved by a violation of this Policy must file a complaint as soon as possible. A complaint filed with the School Department shall be in writing and contain the name of complainant, the date of the filing and the nature of the complaint, including but not limited to the name of the individual charged with unfair discrimination and the acts precipitating such complaint.

The employee may file the complaint with his or her immediate supervisor, or with the Nondiscrimination Compliance Officer or, as appropriate, may follow the procedures set out in the relevant collective bargaining agreement.

Students

Any student aggrieved by a violation of this Policy must file a complaint as soon as possible. A complaint filed with the School Department shall be in writing and contain the name of complainant, the date of the filing and the nature of the complaint, including but not limited to the name of the individual charged with unfair discrimination and the acts precipitating such complaint. The student may file the complaint with his or her principal, or with the Nondiscrimination Compliance Officer.

C. Resolution Process

An informal resolution to a complaint of discrimination is encouraged. Communication intended to facilitate understanding and resolution may be direct or indirect to best suit the needs of the complainant and the School Department. Efforts at informal resolutions will be made by the principal, in the case of students, or by the supervisor, in the case of employees, unless the complaint is directed at the principal or supervisor, in which case efforts at informal resolutions will be made by the Superintendent, or his or her designee. Where an informal resolution is inappropriate, or fails to resolve the underlying complaint, the principal or supervisor shall forward the complaint to the Nondiscrimination Compliance Officer who shall conduct a formal investigation into the complaint.

Unless the complaint has been forwarded by a principal or supervisor, the Nondiscrimination Compliance Officer shall forward a copy of the complaint to the principal or supervisor as appropriate. In the event that the Superintendent is the subject of the complaint, such complaint shall be forwarded to the School Committee.

Within five (5) business days, the Nondiscrimination Compliance Officer shall (1) meet with the complainant; (2) meet with any individuals named in the complaint; and (3) conduct such investigation as may be appropriate. Unless additional time is required to conduct the investigation, within ten (10) days of the receipt of such complaint, the Nondiscrimination Compliance Officer shall render a written decision to the complainant, any persons named in the complaint and the School Department.

The relevant building administrator shall also be provided a copy of the decision.

A person aggrieved by the determination may appeal to the Superintendent within ten (10) days of receipt of the decision. The Superintendent may uphold the decision on appeal or hold a hearing on appeal. A hearing shall be held within fifteen (15) days of receipt of the notice of appeal. The complainant, respondent and School Department shall be afforded opportunities to present testimony, examine witnesses and introduce documentary evidence. No



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transcription or recording of the hearing shall be made.

The Superintendent shall render a written decision within fifteen (15) days of the hearing. Any person aggrieved by the decision of the Superintendent may appeal to the School Committee, such appeal to be filed in writing within ten (10) days of the decision of the Superintendent. No later than thirty (30) days following receipt of written notice of appeal, the School Committee shall hear the appeal. The complainant, respondent and School Department may present testimony, cross examine witnesses and introduce documentary evidence. The hearing may be recorded or transcribed; the complainant or respondent (not the School Department) shall be charged costs for copies of such record. Within thirty (30) days of the hearing, the School Committee shall render a written decision, which decision shall contain findings of facts and recommendations and shall be final.

D. Sanctions

Persons found to have engaged in unlawful discrimination or harassment will be disciplined. Appropriate disciplinary action against the charged party may, in the case of employees, include: written reprimand, referral to appropriate counseling, reassignment, suspension without pay, or termination. In the case of students, appropriate disciplinary action may include: written warning, referral to appropriate counseling, transfer to another school, and/or classes, within the School Department, suspension or exclusion.

E. Additional Remedies.

In addition to, or in lieu of, the procedure outlined above, a person aggrieved may file a complaint with the following:

Rhode Island Commission for Human Rights 180 Westminster Street
Providence, Rhode Island 02903 401.277.2661

Equal Employment Opportunity Commission One Congress Street
Boston, Massachusetts 02114
617.565.3200

Office of Civil Rights
United States Department of Education 140 Federal Street



ACA: Gender Support and Inclusion Policy for Transgender, Gender-Diverse, and Transitioning Students

I. Purpose

This policy aims to ensure that the Barrington School Department complies with state and federal regulations and provides a safe and supportive learning environment for all students, including transgender, gender-diverse, and transitioning students. This policy aims to:

- Foster an inclusive and discrimination-free educational environment for all students, regardless of sex, sexual orientation, gender identity, or gender expression.
- Ensure compliance with state and federal laws regarding bullying, harassment, and discrimination.
- Promote the integration of transgender and gender-diverse students into the educational community while respecting their privacy.
- Enhance communication between educators and parents/guardians to support students' educational development and well-being.
- Provide processes and structures to support student communication with families. It is in the best interest of students and families to work together around gender identity. Students who have strong working relationships with their families are at decreased risk for self-harm. The school will make every effort to support students in engaging in communication with their parents or guardians.

Protocols

II. Definitions

Bullying: Any form of harassment or discrimination, including physical or emotional harm, based on race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or any other distinguishing characteristic.

Gender Expression: How a person represents gender to others, including behavior, clothing, hairstyles, and mannerisms.

Gender Identity: A person's deeply held sense or psychological knowledge of their gender may or may not align with their assigned sex at birth.

Gender Diverse: Individuals whose gender expression differs from stereotypical expectations, including those who identify outside traditional gender categories.

Risk: A licensed school mental health provider will work with the school team to determine risk. School staff should work closely with the student to assess the degree to which, if any, the family will be involved in the process and must consider the health, well-being, and safety of the transitioning student. Safety risks include threats to a student's physical and mental health or well-being, including but not limited to threats of homelessness, suicidal ideation



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resulting from potential rejection from family, physical abuse, verbal abuse, etc.

<https://store.samhsa.gov/sites/default/files/pep14-lgbtkids.pdf>.



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Sexual Orientation: A person's romantic or sexual attraction to people of the same or opposite gender or multiple genders.

Secondary Team: student, school counselor, social worker or psychologist, administrator, and the parent or guardian when the student is ready

Elementary Team: student, parent or guardian, social worker or school counselor, and administrator

Transgender: An umbrella term for individuals whose gender identity or expression differs from their assigned sex at birth.

Transition: The process through which an individual changes their gender presentation or identification.

III. Protocols for Students Who Identify as Transitioning, Transgender, and Gender-Diverse Acceptance of Gender Identity:

- The school shall accept a student's assertion of their gender identity based on a consistent assertion or other evidence that it is sincerely held. Note: Sometimes, a student may opt to not assert consistently and uniformly their gender identity because of the threat of discrimination or violence, or for other reasons.
 - Elementary and secondary schools shall work with transitioning students and their families to create a supportive environment.
-
- A. **Elementary School Students:** If school staff believe that a gender identity issue is presenting itself and creating challenges for a student at school, or if a student or parent(s)/guardian(s) of a student indicates an intention on behalf of the student, the school should make every effort to work with the student and the child's parents. Where the student has expressed an intention to transition, the school should meet with the family to prepare for a formal gender transition at school and put in place measures for supporting the child and creating a sensitive, supportive environment.
 - B. **Secondary School Students:** If school staff believe that a gender identity issue is presenting itself and creating challenges for a student at school, or if the student or parent(s)/guardian(s) of a student indicates an intention, the school should make every effort to work with the student. Generally, notification to a student's parent(s)/guardian(s) about their gender identity, expression, or transition is unnecessary, as they are already aware and supportive. However, some transgender students do not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and require schools to balance the goal of supporting the student with the desire that



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parents be informed about their children. In these circumstances, the school administration will inform the superintendent. If the superintendent believes additional steps may be needed, the superintendent will guide the team. If the school licensed mental health provider determines that notifying the family carries risks for the student, it should work closely with the student to assess the degree to which, if any, the family will be involved in the process and must consider the age, health, well-being, and safety of the student.

Name and Pronouns:

- Official school records shall reflect the student's chosen name even if they have yet to change it legally.
- Students shall be addressed by school staff using the name and pronouns corresponding to their gender identity.
- Students are not required to obtain a legal name or gender change for this recognition.

Official School Records:

- If not legally required, the school shall use the name and affirmed gender of the student on official records and documents.
- Legal name and gender changes are required only on records following applicable law.
- Practices shall be adopted to prevent inadvertent disclosure of confidential information when legally required to use a student's legal name or gender.

Dress Codes:

- Students have the right to dress according to their gender identity within the parameters of the dress code.
- Dress codes shall be enforced equally for all students, regardless of gender identity.

Restroom, Locker Room, and Changing Facilities:

- Transgender and gender-diverse students shall have access to facilities aligning with their gender identity.
- No student shall be required to use facilities conflicting with their gender identity.
- Reasonable alternative arrangements must be provided for any students seeking increased privacy.

Physical Education and Athletics:

- Students may participate in sex-segregated physical education and athletic activities consistent with their gender identity following the Rhode Island Interscholastic League Guidelines.
- Guidance from the Rhode Island Interscholastic League regarding gender identity participation shall be provided.



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Other Gender-Based Activities:

- Students shall be permitted to participate in activities according to their gender identity.
- Voluntary requests for single-occupancy accommodations shall be honored to protect the privacy of any student who requires it.

Discipline:

- Students shall not be disciplined or excluded for expressing their gender identity or deviating from gender stereotypes.

Safety Plan:

- Bullying or harassment claims shall be documented and addressed according to the district's Harassment Policy.
- Effective measures shall be taken to end harassment based on gender identity, gender diversity, or gender transition.

IV. Other Issues

A. School Records of Former Students:

- Former students' names and gender changes on records shall be handled similarly to current students.

B. Education and Training:

- Education and training about gender diversity shall be incorporated into the curriculum at developmentally appropriate levels and staff development.

C. Communication with the School Community:

- School policies and materials shall include gender identity/expression.
- The school community shall be informed about state and federal laws regarding transgender and gender-diverse students.

V. Support Plan

- A support plan will be developed with the child and the support team
- If the student is elementary-aged, the parents will be immediately involved
- At the secondary level, the support team will determine if there are safety concerns in reporting to parents. The ultimate goal is to include the families in the process. This may take several meetings. If safety cannot be guaranteed, the student's decision will not be revealed to the family.
- When there are safety concerns, the Superintendent will be notified through receipt of the safety plan.
- For students over 18, the student decides who is notified, including their family members. Their confidentiality will be respected.



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- The plan shall be monitored, and follow-up actions will be taken to ensure effectiveness. ,The plan will not include any medical or physical transition support outside school. The school will not advise on medical or surgical transition.

VI. Timeline

This policy shall be implemented according to the following timeline:

- Initial Planning Meeting
- Training for School Staff
- Follow-up Meeting

This policy aims to promote inclusion, respect, and equal treatment for all students, regardless of gender identity or expression. The Barrington School Department is committed to creating a safe and supportive environment for every student.

[Signature lines for relevant school personnel and date]

VII. References

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (1974). Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.

Dear Colleague Letter: Transgender Students (May 13, 2016).

Guidance for Rhode Island Schools on Transgender and Gender Nonconforming Students, Rhode Island Department of Education (March 2016).

BARRINGTON PUBLIC SCHOOLS GENDER SUPPORT PLAN CONFIDENTIAL

This document aims to create a shared understanding of how the student's authentic gender will be accounted for and supported at school. School staff, caregivers, and the student should work together to complete this document.

Barrington Public Schools Today's Date

Student Chosen Name

Legal Name

Student's Gender

Assigned Sex at Birth Grade Level



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Date of Birth

Sibling(s)/Grade(s)

Meeting Participants:

PARENT/GUARDIAN INVOLVEMENT

Are parent(s)/Guardian(s) of the student aware and supportive of their child's gender status?

Yes No

If not, what considerations must be accounted for in implementing this plan? What strategies will be taken to involve the parents over time?

CONFIDENTIALITY, PRIVACY AND DISCLOSURE

How public or private will information about this student's gender be (check all that apply)?

District staff will be aware (Superintendent, Student Support Services, etc.) Specify the adult staff members:

Site level administration will be aware (Principal, Assistant Principal) Specify the adult staff members:

Teachers and/or other school staff will be aware Specify the adult staff members:

Some students are aware of the student's gender Specify the students:

Student is open with others (Adults and peers) about gender

Other

(describe):

If the student has asserted a degree of privacy, how will a teacher/staff member respond to questions about the student's gender identity?

STUDENT SAFETY



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Who will be the student's "go to" adult on campus?

If this person is not available, what should the student do?

What will be the process for periodically checking in with the student and/or family?

What are the expectations if the student feels unsafe and how will the student access help?
During class

In the halls

During extracurricular activities

Other safety concerns

NAMES, PRONOUNS AND STUDENT RECORDS

Chosen Name/gender marker entered into the Student Information System

Chosen Name to be used when referring to the student

Affirmed Pronoun

The student's chosen name and gender marker will be reflected in the SIS? Notify
Principal and District Director of Technology.



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What adjustments can be made to protect the student's privacy if not?

Who will be the point person for ensuring these adjustments are made and communicated as needed?

How will the student's privacy be accounted for and maintained in the following situations or contexts:

During registration

Completing enrollment

With substitute teachers

Standardized tests/College Board

School photos

IEPs/Support plans

Student cumulative file/transcript/College applications_

After-school programs

Taking attendance



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Grade Books

Official school-home communication

Unofficial school-home

communication Outside district personnel

or providers PA announcements

Yearbook

Student ID/library

If the student's parent(s)/guardian(s) are not aware and supportive of the child's gender status, how will school-home communications be handled?

USE OF FACILITIES

Students will use the following restroom(s) on campus.

The student will change clothes in the following place(s)

What are the expectations regarding the use of facilities for any class trips?

What are the expectations regarding rooming for any overnight trips?



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EXTRACURRICULAR ACTIVITIES

Does the student participate in an after-school program?

What steps are necessary for supporting the student at this program?

OTHER CONSIDERATIONS

Does the student have any siblings at school?

Factors to be considered regarding sibling(s) needs?

SUPPORT PLAN REVIEW

How will this plan be monitored?

What are the specific follow-up or action items emerging from this meeting and who is responsible for them?

Action Item Who? When?

Date/Time of next meeting or check-in

Location

TIMELINE

Activity Date Person responsible



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☐ Initial Planning Meeting

☐ Training for School Staff

☐ Follow-up Meeting

☐ Superintendent Signature

☐ Student and Team Signatures

Adopted from Gender Spectrum May 2017

First Read 12/7/2023 Second Read 2/1/2024 Approved: 02/29/2024



BARRINGTON PUBLIC SCHOOLS

ACA: Title IX Policy Prohibiting Sexual Harassment

Sexual Harassment Prohibited

It is the policy of the Barrington Public Schools (“BPS”) to maintain an educational and work environment that is free from sexual harassment. This policy, which is adopted pursuant to Title IX of the Education Amendments of 1972 (“Title IX”) and 34 CFR § 106.45, prohibits sexual harassment of students and employees in connection with any BPS program or activity, whether on or off school grounds, including on school buses, at sports games, on field trips, and while attending or engaging in school-sponsored activities. This policy applies to virtual learning.

Definitions

Complainant – A student or employee who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent – A person who has been reported to be the perpetrator of conduct that could constitute sexual harassment. A respondent can be another student, a teacher, an administrator, any other BPS employee, or a third party. Respondents will be presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Sexual Harassment – Unwelcome conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning the provision of an aid, benefit, or service of the district on the complainant’s participation in unwelcome sexual conduct;
- Unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a complainant equal access to the district’s education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking.

This policy is not intended to limit BPS’s authority to address conduct that does not fit the definition of sexual harassment, but that violates other district policy or the student code of conduct. For example, conduct that constitutes harassment based on a protected category other than sex, or unlawful discrimination, hazing, or bullying, or any other violation of the student code of conduct or BPS workplace rules, will be investigated and addressed under applicable BPS policy and law.

Title IX Coordinator

BPS shall designate an employee to serve as the Title IX Coordinator. The Title IX Coordinator is responsible for coordinating the district’s response to complaints of sexual harassment. All questions regarding Title IX or this policy may be referred to the Title IX Coordinator or to the U.S. Department of Education’s Assistant Secretary for Civil Rights, or both.



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BPS shall maintain up-to-date information about the Title IX Coordinator, including their name, title, office address, and contact information, on the district's website and in student handbooks.

Reporting Sexual Harassment

Any person may report sexual harassment under this policy, without regard to whether the person making the report is the person alleged to have been the victim of the conduct. A minor student's parent or guardian (including the parent or guardian of a minor complainant, minor respondent, or minor third party) may act on their child's behalf at any point in the district's reporting, investigation, and grievance processes, provided that the child is under the age of eighteen (18) years.

Any employee who becomes aware of conduct that may violate this policy must immediately notify the Title IX Coordinator, without regard to whether there is a formal or written complaint and even if a complainant requests that the employee do nothing. An employee's failure to notify the Title IX Coordinator of conduct that may violate this policy is its own violation of this policy and will result in discipline.

Where to report

Students may report sexual harassment to the Title IX Coordinator or to any trusted BPS employee, such as a teacher, principal, assistant principal, school nurse, guidance counselor or social worker, or coach. Employees must report sexual harassment directly to the Title IX Coordinator.

When to report

All complaints should be made as soon as possible. While there is no time limit for making a complaint, BPS encourages prompt reporting of complaints so that rapid and appropriate action may be taken.

How to report

Complaints of sexual harassment may be made orally or in writing. The contents of a complaint generally should include: (i) the name of the person making the report and the name of the alleged victim; (ii) the name of the alleged perpetrator; (iii) a description of the conduct, including the date, time, and location; (iv) the names of any witnesses; and (v) requested supportive measures, if any.

Initial Response to Allegations of Sexual Harassment

Once BPS is on notice of an allegation of conduct that may violate this policy, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Title IX Coordinator will consider the complainant's requested supportive measures, if any. The Title IX Coordinator will also explain the complainant's option to file a formal complaint, and the process for filing a formal complaint. The Title IX Coordinator will explain that BPS has a legal obligation to investigate the allegations in a formal complaint, and



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that even if a formal complaint is not filed, the district may still investigate the report under other applicable policy.

Supportive Measures

Regardless of whether a complainant chooses to file a formal complaint, BPS shall offer individualized services to the complainant, which shall be designed to restore or preserve equal access to the district's education program or activity, protect student and employee safety, and deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of time or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, and other similar measures. Formal Complaints A formal complaint is a written document or electronic submission (such as an e-mail) that alleges sexual harassment against a respondent and requests that BPS investigate the allegation. A complainant can file a formal complaint with the Title IX Coordinator in person, by mail, or by email. The Title IX Coordinator can also sign a formal complaint on behalf of a complainant.

Formal complaints will be investigated and decided according to the procedures set forth below. These procedures are intended to ensure that all investigations and adjudications are:

8. Equitable. This means that both parties will have the same opportunities to present their side of the story to the investigator, to present evidence, and to be accompanied by a representative of the party's choosing.

9. Objective. This means that the investigator and decision-maker will be free from actual or perceived bias or conflict of interest. It also means that the investigator and decision-maker will consider both inculpatory and exculpatory evidence; that credibility determinations will not be based on a person's status as a complainant, respondent, or witness; and that the district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, legally privileged information.

10. Prompt. Temporary delays will be permitted only for good cause (such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities).

BPS will dismiss a formal complaint if the conduct alleged in the formal complaint: (i) would not constitute sexual harassment even if proved; (ii) did not occur on school grounds or at a school-sponsored activity; or (iii) took place outside of the United States. BPS may also dismiss a formal complaint if the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint.

If BPS dismisses a formal complaint, all parties will be notified. A party may appeal the district's decision to dismiss a formal complaint by following the Appeals Process set forth below. The complaint may also be referred for investigation and possible disciplinary action pursuant to other applicable BPS policy. For example, conduct that does not fit the definition of sexual harassment under this policy may constitute another form of discrimination (which BPS will



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investigate pursuant to the Non-Discrimination Policy) or bullying (which BPS will investigate pursuant to the Bullying Policy).

Investigation and Adjudication of Formal Complaints

11. The Title IX Coordinator will provide written notice of the investigation to all parties. The notice will include, among other things, a copy of this policy and a sufficiently detailed description of the allegations. The notice will specify the identities of the parties involved, the conduct allegedly constituting sexual harassment, and the date and location of the incident, if known.

12. The Title IX Coordinator will select an investigator. In some instances, the investigator may be an outside investigator.

13. The investigator will interview the complainant, the respondent, and any witnesses, and gather documents (including electronic data), as appropriate. Examples of evidence that the investigator may consider include emails, text messages, social media, photographs, videos, surveillance footage, and medical reports. The parties will be permitted to bring an advisor, such as a parent, guardian, union representative, counselor, or attorney, with them to the interview.

14. The investigator will offer both parties the opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. Both parties will have ten (10) days to submit a written response to the evidence.

15. The investigator will create an investigative report that fairly summarizes the relevant evidence and will send copies of the report to both parties (and their advisors, if any) for their review and written response.

16. The investigator will provide a copy of the final investigative report and the parties' written responses (if any) to the Superintendent, who will act as the decision-maker. The Superintendent will offer each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness. Superintendent will then provide each party with the answers and allow for additional, limited follow-up questions from each party.

17. The Superintendent will apply a preponderance of the evidence standard to determine whether the alleged sexual harassment occurred. The Superintendent will issue a written decision to both parties at the same time.

Option for Informal Resolution

Where appropriate in light of the nature of the allegations and facts involved, BPS may offer the parties the option to pursue an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. All parties must voluntarily agree to pursue informal resolution after receiving a full written disclosure of the allegations and their options for formal resolution. BPS will not offer an informal resolution process to resolve allegations that an employee sexually harassed a student.



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Appeals Process

Either party may appeal from a decision to dismiss a formal complaint or from the Superintendent's determination of responsibility. The appealing party must submit their appeal, in writing, to the Chair of the Barrington School Committee within ten (10) days of receiving the notice of dismissal or determination of responsibility.

Appeals will only be allowed for the following reasons: (i) procedural irregularity that affected the outcome of the matter; (ii) new evidence that was not reasonably available at the time the determination of responsibility or dismissal was made, that could affect the outcome of the matter; or (iii) the Title IX Coordinator, investigator, or Superintendent had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Both parties will be notified of the appeal in writing and will have the opportunity to submit a written statement in support of or challenging the outcome. Appeals will be decided by the Committee. The outcome of the appeal will be in writing and issued to both parties at the same time.

Confidentiality

BPS will strive to maintain confidentiality throughout the investigatory process to the extent practical and appropriate under the circumstances. BPS may, however, have a legal obligation to share information received during an investigation. For example, BPS is required to report known and suspected cases of child abuse to the Department of Children Youth and Families. BPS may also have an obligation to report known or suspected violations of the law to law enforcement.

Discipline

Any student or employee who is determined to have violated this policy will be subject to discipline in accordance with applicable policy and law. The range of disciplinary consequences that may be imposed on a student for violations of this policy includes, but is not limited to, removal from extracurricular activities or other school-sponsored events, removal from athletic activities, and suspension (in-school or out-of-school). The range of disciplinary consequences that may be imposed on an employee for violations of this policy includes, but is not limited to, verbal or written reprimand, referral to counseling, suspension without pay, and termination from employment.

Complaints to External Agencies

Nothing in this policy is intended to discourage a complainant from reporting acts of unlawful sexual harassment or sexual violence to local law enforcement. In the event a complainant chooses to file a report with local law enforcement in addition to filing a complaint with BPS under this policy, the district will conduct its own investigation, independent of any law enforcement investigation.



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In addition, any individual who believes they have been subjected sexual harassment may file a formal complaint with:

The United States Department of Education

Office for Civil Rights ("OCR")

5 Post Office Square

Boston, MA 02109

(617) 289-0111

Retaliation and Malicious Reporting Prohibited

BPS prohibits retaliation against any individual who makes a report of sexual harassment or who cooperates in an investigation. Any student or employee who believes they have been subjected to retaliation is encouraged to report the retaliation to the Title IX Coordinator. Any individual found to have retaliated against a student or employee for reporting sexual harassment or for cooperating in the investigation of a complaint is in violation of this policy and will be subject to disciplinary action. Similarly, if an investigation results in a finding that an individual knowingly and falsely accused another person of sexual harassment, that individual will be subject to disciplinary action.

Employee Training and Requirement of Impartiality

BPS shall ensure that the Title IX Coordinator and any employee acting as an investigator, decision-maker, or person facilitating an informal resolution process is adequately trained and free from conflicts of interest and bias.

[Title IX of the Education Amendments of 1972] [34 C.F.R. § 106.30 et seq.]

First Read: August 19, 2020

Approved: September 3, 2020

Approved July 25, 2023

Revised/First Read: July 18, 2024

Approved 8.1.2024

Revised 2/6/2025

Approved 2/6/2025



BARRINGTON PUBLIC SCHOOLS

ACD: Accommodation for Religious Observance Policy

Purpose: This policy follows the recognition of religious holidays in accordance with the mandate of the Constitution of the United States. Barrington Public Schools (BPS) shall, at all times and in all ways, be neutral in matters of religion. This policy sets forth the protocol required of educators at BPS when requests are made by students to accommodate their religious practice. In addition, this policy sets forth the protocol required of the employee when requests are made by any staff member to accommodate their religious practice. Finally, this policy outlines the educational implications for developing religious tolerance and inclusivity. The policy applies to all students and to all persons employed by BPS.

Policy: Student Accommodations: When any student is unable, because of religious practice, to attend class or participate in an examination or any other required assignment or activity in any course in which enrolled, the course instructor shall provide reasonable opportunity to make up the examination, assignment or activity. When a student is absent from school to observe a religious holiday, such absence shall be excused from academics, athletics, and extracurricular activities.

Rights and Privileges of Students and Parents :

1. Parents shall have the right to have their children excluded from any school program involving the discussion of religious holidays.
2. If parents have a concern that a program recognizes a religious holiday, they should discuss it with the principal. If their concern is not resolved through such discussion, they may follow the district procedures for appeal.

Staff Accommodations: Any staff member may request the use of one of their personal days or vacation days when unable to be present for a workday due to religious observance.

Additional Information: The Harvard Pluralism Project provides a comprehensive list of religious holidays celebrated throughout the world, along with the dates of observance. This document may serve as a reference point.

First Read: 4/11/2019

Second Read/Approved: May 9, 2019

Protocol

Holidays of different religions present an opportunity for providing learning experiences to develop understanding, appreciation, and respect for religious diversity.



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1. For the purposes of this policy, recognition shall mean the acknowledgment of the existence of holidays associated with various religions. It shall not include celebration or glorification of any religion.
2. The holidays recognized should be representative of the diverse religions of the world, not just Christianity and Judaism, and should be of historical and cultural significance to the religions they represent.
3. All religions whose holidays are recognized should be afforded equal respect; none, as well as the right to disbelieve, shall be advanced or disparaged.
4. The basic reasons for recognizing religious holidays shall be to educate students a. to be tolerant of and to respect religious diversity; b. b. to understand the meaning and the significance of religious liberty, including the right to disbelieve; and c. c. to appreciate the role of religion in history and the impact of religion on world civilization and culture.
5. All programs for discussing religious holidays must be educational, not religious, and all such programs should be developmentally appropriate for the students involved.
6. Religious symbols may be used as teaching aids in developing an understanding of the religion they represent, and only for that purpose.



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ACE: Accessibility in School and District Events Policy and Protocol

Purpose:

Barrington Public Schools believes accessibility and inclusion benefit everyone. The District is committed to planning accessible events and providing reasonable accommodation to support the full participation of all members of our community. As such, when planning school events, event planners shall follow all aspects of the Accessibility and Inclusion in School and District Events: A Brief Guide and the district document, Guidance on Making School and District Events Inclusive and Accessible to Individuals with Disabilities.

First Read Approved 12/07/2023

Protocol Accessibility and Inclusion in School and District Events:

A Brief Guide

Barrington Public Schools

Updated April 2023

1. Ensure the following accessibility statement is included on event postings. "Barrington Public Schools believes accessibility and inclusion benefit everyone. The District is committed to planning accessible events and providing reasonable accommodations to support the full participation of all members of our community. For accommodations, please contact (event organizer or event accessibility coordinator) at (phone or email)."
2. Communicate with Special Education Teachers, Building and District Administrators, and Special Education Task Forces (each building has one) to anticipate known access challenges. An accessibility coordinator who can gather requests/needs, target accommodations for planned activities, and communicate procedures for an inclusive event to participants, staff, and volunteers may be helpful for larger events.
3. Ensure physical accessibility of the venue and all activities and provide simple, clear signage so all attendees can easily navigate. Consider: smooth walking surfaces, ramps where needed, ADA-compliant aisle width, display/registration tables at accessible heights, seating areas for those who arrive in wheelchairs or with other mobility devices, accessible emergency exits, signs for/access to a working elevator, and wellmarked and accessible bathrooms and parking.
4. Ensure sensory accessibility of the venue and all activities. Make efforts to prevent crowded spaces and long waits. Consider lighting, volume, and other sensory input to help



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prevent overstimulation or anxiety. Allow preferential seating (end of aisle, etc.) for those in need. If



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appropriate to the event (especially if likely to be loud or crowded), consider offering a “sensory friendly” hour or a designated “calming space” so people can remove themselves safely from the event.

5. Prepare to seek recommendations from the Special Education Administration, Special Education Advisory Committee, building Special Education Task Forces, District DEI committee, and/or from “Guidance on Making School and District Events Inclusive and Accessible to Individuals with Disabilities” to anticipate known access challenges and seek recommendations for inclusive accommodations for lower incidence disabilities as needed, like accommodations for auditory or visual disabilities or space for service animals.

6. Consult inclusive student organizations (e.g. Best Buddies, Student council, etc.) as a resource for creating inclusive and accessible events. Student groups can also facilitate inclusion at school events.

7. Secure additional staffing (ex. paraprofessionals) for students, when needed, by contacting the Pupil Personnel Office at least four weeks prior to the event. The Pupil Personnel Office will communicate with families regarding this staffing. Understand that some events may require this adult support, which can help support inclusion at an event but is not a measurement of an event’s inclusivity.

For questions, contact Kristen Matthes, Director of Pupil Personnel, at matthesk@barringtonschools.org or 401-247-3145

For fuller definitions and resources, please see the district document, Guidance on Making School and District Events Inclusive and Accessible to Individuals with Disabilities. The present document compiles highlights of that fuller guide.



BARRINGTON PUBLIC SCHOOLS

AEA: School Improvement Team Policy

Purpose of the School Improvement Team (SIT)

The purpose of the SIT is to provide input on and monitoring of SMART Goals (School Improvement Plan) for continuous improvement based on the District Strategic Goals (Scorecard), data, and feedback provided by the school and district-based teams such as the data teams, the Health and Wellness Committee, Social-Emotional Learning (SEL) teams, and the Multi-Tiered Systems of Support teams. Teams will provide voice and an avenue for communication from each building to their school community and the larger district community regarding progress toward our strategic goals and objectives. Teams will also be integral to the participatory governance of the school, serving in an advisory capacity to the principal.

Membership

Each SIT shall be composed of the principal and an appropriately balanced number of teachers, education support employees, special educators, students, family members, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The high school and middle school SIT shall include students.

For the purposes of SIT, the term "teacher" includes classroom teachers, certified teachers, certified student services personnel, and media specialists. For purposes of this subsection, "education support employee" means any person employed by a school who is not defined as instructional or administrative personnel pursuant to law and whose duties require twenty (20) or more hours in each normal working week.

1. Who: 5 Students (high school only, one from each grade and one from a representative student group), 4 Students (middle school only, one from each grade and one from a representative student group), One Family Member representing each grade and each neighborhood, 1 Community Member, 3 Teachers (at least one representing special education), 1 Administrator, 1 Support Personnel, when possible, 1 teacher of Multilingual Learners (MLL).
2. Chaired by a Teacher (Principal can facilitate and organize).
3. One Family Member, Educator, or Administrator needs to be the liaison to the Health and Wellness Committee.
4. In schools with 20% MLL students, one family member must be the family member or guardian of an MLL student.
5. High schools and middle schools, shall include at least one department head from a humanities core subject area and at least one department head from one of the sciences, technology, engineering, or mathematics subject areas.



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6. Two members from the same family may not be on a team at the same time. Family membership cannot exceed the number of years served by the school for the grade they are selected to represent.

7. Family members will advance with the grade. For example, a family member selected to represent the 9th grade in year one will represent the 10th grade in 1 year two, and so on. Unless they resign, their position ends when the child whose grade was represented leaves the school.

Membership process

Each September the school will send out applications to each group to determine interest. A selection committee, made up of the peer group currently on the School Improvement Team will review the applications and select membership using the district rubric for committee participation. The overarching application questions will reflect the goals determined as a priority in the previous year. The name and the street address of the applicant will be removed. Only the neighborhood will be revealed.

Business and other community members shall be selected by the school through an application review process conducted by the full SIT Selection Committee. The School Committee shall review the membership composition of each SIT. Should the School Committee determine that the membership selected by the school is not representative, the Committee shall direct the principal to reopen the application process and appoint additional members to achieve proper representation.

The application is due by September 15 and selections by September 30. Priority will be given to those who have not had an opportunity to participate in the past. Members may opt to resign or may be asked to resign due to policy infractions or lack of attendance. Vacant positions will be filled within one month of vacancy following the application process.

In the event that a sufficient number of applications are not received to fill all positions, the principal will reach out to the parent organization, the district communication specialist, and the unions to provide additional communication and to garner support to increase the applicant pool. A principal will not directly appoint members beyond the required department heads at the middle and high school.

Duties of the School Improvement Teams

- All members of the SIT will serve the length of time of the grade they were selected to represent and the team will collaboratively develop the meeting schedule and times.
- The SIT, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school; make recommendations to the principal for the development, implementation, and assessment of a curriculum accommodation plan; and shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below.



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- The SIT will support the principal in the screening of candidates for all teachers, athletic coaches, instructional or administrative aides, and other personnel assigned to the school. The SIT will consult with the principal on the makeup of the interview committee. All members of the SIT will need to sign the District level letter of confidentiality.
- The principal of each school, in consultation with the SIT established pursuant to this policy, shall, on an annual basis, develop and submit to the District Superintendent a plan for improving student performance. The Superintendent shall review and approve the plan, after consultation with the School Committee. Plans shall be prepared in a manner and form prescribed by the Rhode Island Department of Elementary and Secondary Education and shall conform to any policies and practices of the District consistent therewith. If the Superintendent does not approve a plan submitted by the principal, the plan shall be returned to the principal who shall, after consultation with the SIT, resubmit the plan to the Superintendent who shall review and approve the resubmitted plan which will be shared with the School Committee.

Meeting Frequency

The team will meet at least one time a month. An increased frequency may occur at the start of the school year. Subgroups, known as working groups, will meet on a more regular basis. Each working group cannot include more than 49% of SIT members.

Development of SMART Goals

The school improvement plans will all use the same SMART Goal format as provided by RIDE. SITs will use these documents to either develop or provide input into a SMART Goal. The SMART Goals will be public documents that will be used to communicate progress toward goals.

Each school will have a minimum of three goals, included those required by the Rhode Island Department of Education (RIDE). The goals will be connected to the District Strategic Plan and District Scorecard, as well as any RIDE requirements for annual progress.

Each school committee advisory committee and the district task force will provide a copy of their SMART goals to the School Improvement teams for alignment by the end of May each year, to provide time for Superintendent review prior to the RIDE submission date of June 1 for the District Plan and July 1 for the School Plans..

Monitoring of SMART Goals

The SIT will monitor and use the Plan Do Study Act process to implement and/or adjust strategies embedded in the SMART Goals if needed. They will report benchmark data at the **beginning of the year and progress data at the middle and end of the school year.**

Communication

The SIT representative will provide an annual report on strategy and goal area(s) at the beginning, middle, and end of the year faculty meeting and parent-teacher organization meeting. This report will be used to inform the tri-annual report to the School Committee



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indicated above. The plan will be published on the websites of each school and shared in an annual newsletter. The administrators will report to the School Committee at the beginning, middle, and end of the year. Meeting agendas will be released within 48 hours and minutes will be taken and published on the school website once approved at the next full meeting.

References: RI General Laws 16-53.1-3

RI General Laws 16-2-11.1

First Read: January 9, 2020

Approved: February 6, 2020

Revised: August 24, 2021

Approved September 2, 2021

First Read: October 12, 2023

Approved: October 19, 2023



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BB: School Committee Legal Status

Constitution of the State of Rhode Island. The Rhode Island General Assembly is responsible for the exercise of plenary control over educational matters within the state, and delegates certain authority and responsibility to the local School Committee.

Legal Reference

Rhode Island State Constitution, Article XII, §1 Rhode Island General Laws, §16-2-1 et. seq.

Barrington Town Charter

Approved 02/06/03



BARRINGTON PUBLIC SCHOOLS

BBA: Decision Making Processes and Protocol

I. Purpose

Barrington Public Schools encourages a transparent, inclusive and strategic decision-making process for decisions which impact a significant number of students and/or staff, or that have significant budgetary effects. The purpose of this policy is to define the essential components of the decision-making process, as well as provide for a recurring annual evaluation of the process.

I. Policy

As multiple decisions are made on a regular basis in any school system, the protocol below is designed to outline essential components including the decision-makers, timelines or sequences, communication plans, and measurement of expected outcomes including the impact on academic success, and student and staff well-being. All decisions will include an assessment of budgetary impact, viability, strengths/obstacles, and return on investment. The communication plan will allow for input and continual feedback from multiple stakeholders as appropriate.

The School Committee and Administration will evaluate the effectiveness of the Decision-Making Protocol on an annual basis.

First Read: October 4, 2018

Second Read/Approved: November 1, 2018

Revised: 1/20/2022

Barrington Public Schools Decision-Making Protocol

Multiple decisions are made on a daily, weekly, monthly and annual basis in any school system. Most decisions are made on an operational basis, and rest with the building and central administration with support from their committees and task forces. Generally, only strategic, policy or budgetary decisions rise to the level of School Committee.

New or proposed concepts can come from many places and sources, including, but not limited to, the School Committee and its Advisory Committees, District leadership, Building Administration, School Improvement Teams, staff, community members, parents, students, and



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the Rhode Island Department of Education (RIDE) or other state and/or federal level governmental bodies.

School Level Decisions

For decisions to be made at the school level, such as schedules, class offerings, school-based goals, class structure, etc. that are aligned with RIDE and School Committee policy, those are directed to the School Improvement Team and building principal to follow the protocol outlined below. Communication of these goals and decisions should be directed to the public as well as to the School Committee.

District Level: Operational Decisions

For decisions to be made at the district level that fall under the operational responsibilities of the Superintendent and Central Administration, such as emergency management, facilities management, etc. that are aligned with RIDE and School Committee policy, the Superintendent is responsible for the decision with input from any resources they find helpful, including task forces, legal counsel, etc., also following the protocol outlined below. Communication of these goals and decisions should be directed to the public as well as to the School Committee.

District Level: Strategic, Policy and Budget Decisions

For decisions to be made at the district-level that fall under the strategic, policy, and budgetary responsibilities of the School Committee, the decisions will be reviewed by the School Committee and Administration as to potential positive impact/progression towards strategic goals, potential budgetary implications, need, and possible stakeholder benefit

If the consensus of the School Committee and Administration is to further investigate the concept, the School Committee and the Administration must first

1. clearly define the goal/outcome/question,
2. clearly define the composition of the exploratory team/committee,
3. clearly define the timeline/sequence/responsibility for decision making, and
4. clearly communicate all of the above to relevant stakeholders.

The exploratory team/committee may be an existing Advisory Committee, School Improvement Team, or other district Task Force, or an Ad Hoc Advisory Committee or Task Force can be created specifically to address the question at hand.

The timeline/sequence/responsibility must anticipate a reasonable time to complete the steps outlined below prior to a budget cycle and to allow lead time for stakeholders to adjust.

ORGANIZATIONAL STRUCTURE of BPS

School Committee



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School Committee

Advisory Committees

Superintendent

Central office: Assistant Superintendent, Finance, Human Resources, Special Education, Technology, Facilities, Transportation

Superintendent Task Forces

District Level Task Forces

Special Education Advisory Committee (SEAC)

District-wide Department Chairs (Health and PE, Art, Music, School Nurse Teachers, Tech Ed., World Language, School Counseling, Library-Media)

Social Emotional Task Force

Building Principals

School Improvement Teams

Special Education Advisory Teams

Culturally Relevant Curriculum Teams

Social Emotional Teams Department

Chairs Grade Level Teams

Senior Project Improvement Team

Scheduling Teams

Instructional Leadership Teams

Reference: https://www.nesacenter.org/uploaded/conferences/FLC/2013/handouts/Detwiler/Workshop_3/3-6_School_Board_Decision-Making_Template_and_Worksheet.pdf



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BBA: Role of the Chair

The Board empowers the Chair to provide leadership to the School Committee by ensuring the integrity of the Committee's processes, exercising interpretive responsibilities with integrity, fairness and impartiality—reflecting the spirit and intent of the Committee in its deliberations—and normally serving as the Committee's official spokesperson. The Chair has the following authority and duties:

1. Support and monitor Committee behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization:
 - a. conduct and monitor Committee meeting deliberations to ensure that Committee discussion and attention are focused on Committee issues;
 - b. ensure that Committee meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly, and to the point;
 - c. chair Committee meetings with all the commonly accepted power of that position as described in Robert's Rules of Order, Revised;
 - d. lead timely periodic self-assessments to ensure process improvement.
2. Facilitate sound Committee decision making by anticipating and addressing Committee and member needs.
3. Compile and facilitate the Committee's summative evaluation of the Superintendent.
4. Represent the Committee as appropriate and serve as spokesperson for the Committee in announcing Committee-stated positions and in stating decisions and interpretations within the areas assigned to the Chair. The Chair may delegate this authority to other Committee members when appropriate, but the Chair remains accountable for such delegation.
5. Execute all documents authorized by the Committee, except as otherwise provided by law.
6. With the advice and consent of the Committee, appoint the members, chair, and the vice chair and/or liaison of all Committee subcommittees.
7. On behalf of the Committee, and in concert with the Superintendent, develop proposed Committee meeting agendas consistent with the Committee's annual work plan.
8. The Chair has no authority to supervise or direct the Superintendent except as authorized by the Committee.
9. When the Chair is not available, the Vice Chair shall perform the role and responsibilities of the Chair. The Chair and Vice Chair shall work together to assure that the duties of the Chair are accomplished effectively.



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BBA: School Board Powers and Duties

It shall be the duty of the School Committee to identify and set policy for the effective administration, operation and maintenance of the School Department. The School Committee shall have such power as granted by law to implement and enforce such policies.

The School Committee shall formulate and adopt appropriate policies pertaining to the administration, curriculum and program of the School Department and the relationship of the School Department with students, parents and the public as the primary responsibility and function of the School Committee.

The formal adoption of policies will be recorded in the minutes of the School Committee. Commencing with the adoption of this policy, only those written statements so adopted and so recorded shall be deemed as added to official School Committee policy.

The School Committee shall regularly review the implementation of policy through reports, presentations or such other methods as may adequately inform the School Committee.

Legal Reference

Rhode Island General Laws §16-2-9 Barrington Town Charter §9-2-1

Approved 02/06/03 Amended 01/17/08



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BBAA: School Committee Member Authority

The responsibility for the general administration and supervision of the School Department is vested in the School Committee, in accordance with law. School Committee members collectively constitute an agency of government whose powers, responsibilities and duties can only be exercised by the action of the School Committee. An individual School Committee member, including the Chairperson, shall have only such power and authority as delegated by the School Committee.

The School Committee shall deal with the Administration of the School Department solely through the Superintendent, in accordance with law.

Legal Reference

Rhode Island General Laws §§16-2-9, 16-2-15, 16-2-16 and 16-2-18

Barrington Town Charter §§ 9-2-1, 9-2-5, 9-2-6, 9-2-7

Amended 11/17/05



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BBB: School Committee Elections

The School Committee shall be elected by the electors of the Town of Barrington at the regular biennial election held on the first Tuesday after the first Monday in November in even numbered years and shall serve for a term of four years.

Notwithstanding the foregoing, any vacancy in the School Committee shall be filled for the unexpired term by a vote of the electors of the Town. Such vacancy shall be filled at the next regular or special election to be held in the Town or the Council may call a special election for the purpose of filling the vacancy. If a vacancy in the School Committee shall occur more than nine (9) months prior to the time for the holding of an election, the Council shall, within thirty (30) days after the vacancy occurs, call a special election for the purpose of filling such vacancy.

Legal Reference

Rhode Island General Laws §16-2-5 Barrington Town Charter §9-1-2

Approved 04/03/03 Revised 12/01/05



BARRINGTON PUBLIC SCHOOLS

BBB: School Committee Membership Policy

The purpose of this policy is to outline the qualifications of School Committee members and outline the procedures for elections, vacancies, and resignation.

Barrington School Committee members shall

1. be citizens (electors) of the Town of Barrington;
2. be elected by the electors of the Town of Barrington at the regular biennial election held on the first Tuesday after the first Monday in November in even numbered years;
3. serve for a term of four years;
4. be subject to the requirements of the Rhode Island Code of Ethics and the Regulations of the Rhode Island Ethics Commission.

If a School Committee member is no longer a resident of Barrington, their seat will become vacant immediately.

If a School Committee member seeks to resign from the School Committee, they shall submit a letter to the Chairperson of the School Committee who will notify other members of the School Committee, the Superintendent, and the Town Council. The resignation will be announced at the next meeting of the School Committee.

Any vacancy in the School Committee shall be filled for the unexpired term by a vote of the electors of the Town. Such vacancy shall be filled at the next regular or special election to be held in the Town, or the Town Council may call a special election for the purpose of filling the vacancy. If a vacancy in the School Committee shall occur more than nine (9) months prior to the time for the holding of a regular election, the Council shall, within thirty (30) days after the vacancy occurs, call a special election for the purpose of filling such vacancy.

Legal references:

Constitution of the State of Rhode Island, Article III, Sections 7 and 8

Rhode Island General Laws §16-2-5, 36-14-1 through 36-14-7

Rhode Island Ethics Commission Regulations 36-14-2001 et seq. Barrington Town Charter §9-1-2, 3

First Read: 11/29/2018

Second Read/Approved: 1/10/2019



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BBBA: School Committee Qualifications

School Committee members shall be qualified electors of the Town of Barrington, subject to the requirements of the Rhode Island Code of Ethics and Regulations of the Rhode Island Ethics Commission, as applicable and as amended from time to time.

If a School Committee member shall cease to possess any of the required qualifications, his or her office shall immediately become vacant.

Legal Reference

Constitution of the State of Rhode Island, Article III, Sections 7 and 8 Rhode Island General Laws §16-2-5, 36-14-1 through 36-14-7

Rhode Island Ethics Commission Regulations 36-14-2001 et seq. Barrington Town Charter §9-1-3



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BBBC: School Committee Member Resignation

A School Committee member may resign from the School Committee by submitting such resignation in writing to the Chairman of the School Committee. The Chairman shall notify the other members of the School Committee, the Superintendent and the Town Council of such resignation, and the resignation shall be announced at the next regular or special meeting of the School Committee.

Any vacancy in the School Committee shall be filled for the unexpired term by a vote of the electors of the Town. Such vacancy shall be filled at the next regular or special election to be held in the Town or the Council may call a special election for the purpose of filling the vacancy. If a vacancy in the School Committee shall occur more than nine (9) months prior to the time for the holding of an election, the Council shall, within thirty (30) days after the vacancy occurs, call a special election for the purpose of filling such vacancy.

Legal Reference

Rhode Island General Laws §16-2-5 Barrington Town Charter §9-1-2

Approved 04/03/03 Revised 12/01/05



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BCA: School Committee Member Ethics

The School Committee, desiring to operate under the highest ethical standards, adopts the following code of ethics for Committee members.

Committee members will:

1. Recognize that the School Committee functions only as a School Committee through duly adopted policies and actions approved at public sessions, that individual School Committee members have no authority to act on behalf of the School Department or the School Committee except when delegated by the whole School Committee.
2. Assure the opportunity for high quality education for every student.
3. Represent the entire community without fear or favor.
4. Respect the decisions of the School Committee.
5. Strive to ensure that the community is fully and accurately informed about our schools and will try to interpret community aspirations to the school staff.
6. Arrive at conclusions only after discussing all aspects of the issue at hand with fellow School Committee members in a meeting. Will respect the opinions of others, and abide by the principle of majority rule.
7. Recognize that authority rests only with the whole School Committee assembled in a meeting, and will make no personal promises nor take any private action which may compromise the School Committee except when delegated by the whole School Committee.
8. Render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups.
9. Encourage the free expression of opinion by all School Committee members, and seek systematic communications between the School Committee and students, staff, and all elements of the community.

Legal Reference

General Laws of Rhode Island, 42-46-1 Barrington Town Charter, 9-2-1



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BCB: Conflict of Interest

Conflict of Interest

It is the policy of the School Department that School Committee members and School Department employees must adhere to the highest standards of ethical conduct, respect the public trust and the rights of all persons, be open, accountable and responsive, avoid the appearance of impropriety, and not use their position for private gain or advantage.

The School Department shall at all times comply with R.I.G.L §36-14-1 et seq., known as the Rhode Island Code of Ethics in government, and the statutory and regulatory references therein, and the Code of Ethics of the Charter of the Town of Barrington §1-4-1, as may be amended from time to time.

Reports of perceived conflicts may be addressed to the Administration or the School Committee pursuant to policies adopted by the School Committee. Nothing contained herein is intended to circumvent or waive any right an individual has or may have to address a perceived conflict through the process identified by the Rhode Island Ethics Commission.

Legal Reference

R.I.G.L §36-14-1 et seq.

Barrington Charter §1-4-1

Approved 12/18/2008



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BDA: Order of Business at Annual Organization Meeting

The School Committee shall meet for its annual organizational meeting on the first regular meeting date in December each year, or at the first regular meeting after newly elected members of the School Committee have been sworn to duty.

The Superintendent shall preside at the call of the annual organizational meeting. The School Committee shall elect by majority vote from the full membership a Chairperson, who shall then assume the chair. The School Committee shall then elect by majority vote from the full membership a Clerk/Vice Chairperson.

Legal Reference

Rhode Island General Laws § 16-2-6 Barrington Town Charter §9-2-2

Approved 5/8/58 Revised 01/04/96 Amended 12/01/05



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BDD: School Committee Superintendent Relationships

The School Committee, as the link with the community, writes the policy that establishes the purpose and end results of education in the community and then monitors the actual results. It can identify unacceptable means but accepts any reasonable interpretation of its goal setting policy.

The Superintendent shall be the chief administrative agent of the School Committee and, by virtue of employment by and under the direction of the School Committee, shall be responsible for creating the programs to achieve the written goals and for the care and supervision of the School Department as provided by law. The Superintendent determines how the system will get to the end results.

The School Committee must do annual policy review and annual evaluations of the Superintendent's success at achieving the written goals. The Superintendent shall serve at the pleasure of the School Committee and be subject to removal according to contract.

Even though the School Committee makes policy decisions, it does not usually make them without the assistance of the Superintendent. It is properly the task of the Superintendent to point out the need for policy decisions, and to help prepare new statements of policy for consideration by the School Committee. The Superintendent shall provide such advice, counsel and information to the School Committee on all school matters, including but not limited to matters of policy and finance, as may be reasonable and necessary to assist the School Committee.

As its executive officer, the Superintendent is the principal contact between the School Committee and the staff and will act as the spokesperson for the staff and, in turn, the School Committee shall deal with the Administration of the School Department solely through the Superintendent.

Legal Reference

Rhode Island General Laws §§16-2-11 and 16-2-18 Barrington Town Charter §§9-2-4, 9-2-5 and 9-2-7

Approved 06/15/06 Revised 10/19/06



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BDDCA: Communications to the School Committee

Through the procedure below, the School Committee will ensure that its members have knowledge of the communications directed to it from the public, and the public will know that School Committee members have received the communications:

All communications received by the School Department which are addressed to the School Committee will be copied and distributed to all School Committee members, either in the agenda materials for the next meeting or at the beginning of the meeting.



BDDH: Public Comment at School Committee Meetings

It is the policy of the Barrington School Committee to encourage a robust and open dialogue with students, parents, educators, and other members of the public. This policy is intended to set forth general rules to guide public input during School Committee meetings. It is important to the Barrington School Committee to have input from members of our community. There are two opportunities for public comment during every regular School Committee meeting agenda. It is during the Public Comment segments of the meeting that members of the public are invited to address the School Committee.

Public Comment Guidelines

The Rhode Island Open Meetings Act (R.I. Gen. Laws § 42-46-1 et seq) recognizes a public body's ability to hold an optional Open Forum/Public Comment period of a meeting. An open forum is "the designated portion of an open meeting, if any, on a properly posted notice reserved for citizens to address comments to a public body relating to matters affecting the public business." (R.I. Gen. Laws § 42-46-2(f)). The Rhode Island Open Meetings Act stipulates that Public Comment at a School Committee meeting may occur during the public comment session and may be for informational purposes only. The School Committee, by law, may not engage in substantive discussions nor respond to comments initiated by a member of the public if the topic is not listed as an agenda item at the meeting. The School Committee may, however, refer the matter to the Superintendent and/or may consider the topic as a future agenda item. In the spirit of transparency, compliance with the Open Meetings Act, and efficient meeting management, the following guidelines are provided for reference:

- Members of the public may have up to three minutes to speak on an issue or issues that are or are not scheduled for discussion or action on the meeting agenda. The purpose of this public comment period is to enable members of the public to express their thoughts and concerns, and is for informational purposes only. The Chair, with the consent of the Committee, may extend the length of the public comment period on the School Committee agenda.
- The School Committee welcomes civil and respectful comments that are clear and concise with the purpose of informing its deliberations and mission.
- The School Committee will not respond to a concern until it has obtained the necessary information.
- Large groups of people addressing the same topic are encouraged to consolidate their remarks or select a spokesperson to provide testimony.

Participant Responsibilities

- Please approach the podium and microphone and identify yourself by stating your name and address.



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- Please sign the document for public comment indicating your full name, address, and topic for discussion upon completion of your comments.
- You may have approximately three minutes to address the School Committee.
- Please be respectful of those individuals whose views may be different from your views.
- Questions or comments regarding individual personnel issues are not to be discussed in open session and/or during Public Comment.
- Any comments to the School Committee that breach the privacy or other rights of students, parents, or school district employees will be ruled out of order by the School Committee Chair.
- Comments which may result in an imminent threat or disrupt the orderly and fair progress of discussion will be ruled out of order by the School Committee Chair.

School Committee Responsibilities

- The School Committee Chair will be responsible for maintaining proper order and adhering to time limits.
- School Committee members pledge to listen respectfully to all public comments without interrupting or engaging in conversation or debate.

Legal Ref: General Laws of Rhode Island, § 42-46-5 Barrington Town Charter

Revised 11/03/2005 Amended 1/5/2017



BARRINGTON PUBLIC SCHOOLS

BDE:Barrington Public Schools Advisory Committees to the School Committee Policy

PURPOSE

Barrington Public Schools (BPS) recognizes that community involvement is the backbone of BPS. This policy's purpose is to identify and establish the responsibilities of standing and ad hoc advisory committees to the School Committee and to provide a mechanism by which the community may be involved in the decision-making process.

POLICY

Advisory committees to the School Committee will provide recommendations on issues, goal setting and policy in certain standing areas of responsibility and on an ad hoc basis for issues outside those standing areas.

The work of the Advisory committees will be informed by updates and feedback from staff-based task forces, school improvement teams, and working groups who meet on a more frequent basis; information from the Advisory committee members directly; input from community members and organizations to the Advisory committee members; as well as requests specifically from the School Committee for policy or protocol input.

The Advisory committees are strictly advisory in nature but are responsible for making recommendations or providing guidance as outlined above, as well as notifying the School Committee of concerns brought to the Advisory Committee by the community.

STANDING ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following advisory committees will serve as standing advisory committees to the School Committee:

- Health and Wellness
- Policy
- Special Education Advisory Committee (SEAC)
- Diversity, Equity and Inclusivity (DEI)
- Social-emotional Learning (SEL)
- Facilities

Membership to the Standing Advisory Committees

The Administration shall provide an Advisory Committee membership application form to the community on behalf of the School Committee every September.

Representation shall be determined by the School Committee members of the advisory committee in conjunction with the Administration, in accordance with the committee's purpose and any applicable state or federal regulation. It is the intention of the School Committee that all selected committee members shall be residents of Barrington or employees of BPS.



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Priority



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will be given to professional experience, new applications, and ensuring the diverse representation of staff and community members.

With the exception of representation from the Central Office Administration and School Committee Members, advisory committee members will serve 2 year terms. They may re-apply for membership as outlined above.

The Special Education Advisory Committee membership, however, is determined by SEAC bylaws and while the administration will help with recruitment of members, the membership is determined according to their bylaws.

School Committee Membership on Advisory Committee

School Committee members shall hold an organizational meeting each summer to determine on which advisory committees they would like to serve. During election years, School Committee members may choose to revisit membership at the Annual Organizational meeting held in December with any newly elected members at that time

Additional membership information

Despite the term's length identified, all advisory committee members serve at the discretion of the School Committee. If a member of the advisory committee misses more than two meetings without cause, they will be asked to resign at the discretion of the chair(s) and will be notified by letter.

If a member of any committee steps down, they will submit a resignation letter. The chair(s) of the committee may choose to fill the opening if the number of School Committee members plus Administrators is greater than the number of members remaining. The chair(s) may reopen the application process for the open seat or choose from remaining applicants placed on a waitlist. The Chair(s) may choose not to fill the opening if general membership is greater than the number of School Committee members and Administrators.

Specific information regarding some advisory committees

The Health and Wellness Committee is mandatory under RI General Laws. A member of each school's School Improvement Team will serve as a representative on the Health and Wellness Committee.

The Special Education Advisory Committee (SEAC) is also mandatory under Rhode Island General Law. SEAC establishes by-laws that are approved by the School Committee, follow regulations established by the Rhode Island Department of Education (Rhode Island Specific Regulations Advisory Committees Local Advisory Committee on Special Education 300.900) and has authority to select its membership in accordance with said regulations.

The Policy Advisory Committee will be composed of two members of the School Committee along with two members of the District Administration. This committee shall review and act upon recommendations of the ad hoc and standing advisory committees. All policies will be



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presented to the School Committee for further discussion and approval as per School Committee Bylaws.

Task forces and working groups

At times, Advisory Committees work with task forces or working groups. These groups may not consist of a quorum of Advisory Committee Members. The task force and working groups will report back to the larger committees. These task forces or working groups should include a member of administration or the faculty to facilitate communication.

AD HOC ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

Ad hoc advisory committees may be established by action of the School Committee as deemed necessary or as mandated by law. The composition and duration of ad hoc committees shall be determined by the School Committee and any applicable state or federal regulations. When possible, the School Committee will appoint community members who have not served on other committees and who have expertise in the area(s) to be considered by the committee. At the time such committees are established, the School Committee shall address the following considerations:

1. The charge of the committee, including its purpose and responsibility.
2. The scope and duration of the committee's operations.
3. The committee membership, including the total number of members and method of selection and duration of terms.
4. The time and means of reporting the committee's findings and recommendations to the School Committee.

Ad hoc committees shall be discharged when their assigned work is finished, or earlier than the specified completion date upon a majority vote of the School Committee.

AUTHORITY AND RESPONSIBILITY OF THE ADVISORY AND AD HOC COMMITTEES

Powers

Advisory committees appointed by the School Committee shall not have any of the powers and duties invested by law in the School Committee but shall act only in an advisory capacity.

Advisory and Ad hoc Advisory Committee Leadership

The role of the committee leadership is a shared responsibility between the School Committee members and the appointed Central Office Administrator for that advisory committee. The School Committee member and Central Office Administrator will serve as co-chairs, will select membership, set agendas, and provide reports to the larger School Committee.

Duties and Relationship with the School Committee

Every advisory committee shall maintain a set of norms and expectations and shall create a meeting schedule approved by the Advisory Committee. Every July the School Committee, in consultation with the Superintendent, shall approve and provide a clear charge as to the issues



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or outcomes it expects each advisory committee to address for the upcoming academic year. The charge of advisory committees shall be aligned with the District Strategic Plan and annual scorecard for BPS, as able. Every advisory committee shall have a link on the BPS web page that is maintained by the District. Minutes shall be taken at all advisory committee meetings and shall be posted to the web page immediately upon approval but do not need to be filed with the SOS office.

Minutes should include:

- a.) the date, time, and location of meeting;
- b.) attendance;
- c.) a record of any corrections to the minutes of the previous meeting;
- d.) a summary of discussions on matters proposed, deliberated, or decided and a record of any votes taken by the committee.

Advisory committee meetings must post notices of all meetings no later than 48 hours before the meeting. Members of advisory committees must be present to participate in the meeting. The business of advisory committees is to be conducted at meetings where the advisory committee members are physically assembled, therefore, committee members are not authorized to discuss or transact committee business electronically or by conference telephone call. Open meetings of advisory committees may be recorded by the public, provided such does not interfere with the meeting's conduct.

Code of Conduct

To maximize the committee's effectiveness, committee members:

- Shall not direct BPS staff but shall send all requests to their Chair or Co-Chair.
- The Chair(s) shall contact the staff liaison or administrative assistant to relay the request to staff.
- Shall refrain from making any personal attacks on any committee member or BPS staff members.
- Shall conduct all committee business at public meetings of the committee.
- Shall refrain from representing the committee unless specifically authorized by the entire committee.
- Shall respect the decisions of the committee and shall not purposefully undermine the committee's work. If disagreements exist on the committee on stated positions, then committee members shall seek to address these disagreements within the committee.
- Shall ensure that all members of the committee have advanced notice of the agenda, draft minutes, and drafts to be discussed prior to the meeting.

Updates and Annual Report



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The work of the Advisory Committees is set by the charge of the School Committee at the start of the school year. The charge is determined by the recommendations of the Advisory Committee during the end of the year report in June combined with the Strategic Goals set by the Administration and School Committee over the summer.

Among other functions of review and advice, every advisory committee shall participate in the development of a written annual report to the School Committee. The report shall include recommended charges and areas of interest/work that the committee has worked on, at the mid-year update and at the end of the school year. Annual reports of all advisory committees shall be presented at a School Committee Workshop by June 30 of every academic year.

CONFLICTS OF INTEREST

In accordance with the Rhode Island Code of Ethics, Committee members shall recuse themselves from participating in, or voting on, any committee report, recommendation, proposal, or position that, if adopted by the School Committee, would result in a financial benefit to the committee member or a member of their immediate family and such benefit does not accrue to the public generally. If the financial benefit would accrue to the committee member by virtue of the committee member's employment or membership in a business, profession, occupation, or other group, such member may participate and vote if such employment or membership in the affected business, profession, occupation, or other group is disclosed to the other members of the committee and in any report or recommendation to the School Committee. No member of an advisory committee shall solicit or receive, directly or indirectly, any compensation in exchange for bringing a matter to the committee.

Legal Reference: Rhode Island General Laws §§16-2-9, 16-2-9(25), 16-21-28 and 42-46-1, et. Seq. Rhode Island Open Meetings Act

Barrington Public Schools School Committee

First Read: August 19, 2020

Second Read/Approved: September 3, 2020

Revised: January 7, 2021

First Read Revision November 2, 2023

First Read October 10, 2024

Second Read November 21, 2024



BARRINGTON PUBLIC SCHOOLS

BDE: Sub-Committees of the School Committee

The School Committee shall have no standing subcommittees except as required by law.

The School Committee may create and maintain such ad hoc subcommittees as shall be reasonable and necessary in the discretion of the School Committee to assist the School Committee in a particular task.

The School Committee shall seek membership for such ad hoc subcommittees from persons in the school and local community having such interest, experience or expertise in such matters as may be helpful to the task of the subcommittee.

Meetings of a subcommittee of the School Committee shall comply with all requirements of law, including but not limited to the Rhode Island Open Meetings Law.

A member of the School Committee serving on any subcommittee of the School Committee shall have only such authority to speak or act on behalf of the School Committee as shall have been authorized by the School Committee.

Legal Reference

Rhode Island General Laws §§16-2-9, 16-2-9(25), 16-21-28 and 42-46-1, et. Seq.

Approved 05/18/06



BARRINGTON PUBLIC SCHOOLS

BDG: Legal Counsel

The School Committee may engage and retain legal counsel to provide services to the School Committee and Administration as the School Committee may deem appropriate.

Legal Reference

Rhode Island General Laws § 16-2-18 Barrington Town Charter § 14-1-1

Amended 11/17/05



BARRINGTON PUBLIC SCHOOLS

BDG: Legal Guidance Policy

I. PURPOSE

The Superintendent and School Committee of Barrington Public Schools are responsible for ensuring that the Barrington Public School District operates in compliance with all federal, state, and local regulations, laws, and obligations.

To ensure that the District operates in strict compliance with all applicable laws and legal obligations, the School Committee recognizes the necessity of consistent reliance on, and adherence to, the advice of legal counsel retained in accordance with Policy BDG. Compliance with legal counsel's advice is essential for reducing legal risk, maintaining public trust, and ensuring lawful governance and administration.

II. APPLICABILITY

This Policy applies to all District administrators, including but not limited to the Superintendent, Assistant Superintendent, Directors, Principals, Assistant Principals, and any other individuals with decision-making and managerial authority.

III. REQUIREMENTS

All administrators are required to follow the advice of legal counsel. Administrators shall not knowingly act contrary to the advice of legal counsel. This requirement includes:

1. Promptly consulting with legal counsel when matters involve potential legal consequences.
2. Providing accurate and complete information to legal counsel to facilitate informed legal advice.
3. Implementing and adhering to legal counsel's advice in good faith.
4. Cooperating fully with the Superintendent and School Committee to ensure that District action conforms to legal advice.

5. ADMINISTRATOR CONTRACT REQUIREMENTS

All administrator contracts entered into, renewed, or amended after the adoption of this Policy shall include the following provision requiring compliance with the advice of legal counsel when acting on behalf of the District, consistent with this Policy.

When acting on behalf of the District, the Administrator agrees to fully and promptly comply with the advice of District legal counsel and comply with District Policy _____. Failure to comply with legal counsel or District Policy _____ constitutes serious misconduct and may result in disciplinary action up to, and including termination.



BARRINGTON PUBLIC SCHOOLS

IV. DISCIPLINE FOR NONCOMPLIANCE

An administrator's failure to follow the advice of legal counsel when acting within the scope of employment may result in disciplinary action, up to and including termination.

V. LAW AND AUTHORITY

Pursuant to R.I. Gen. Laws § 16-2-11, the Superintendent serves under the direction of the School Committee as its chief administrative agent and is responsible for the day-to-day administration of the District, including the implementation of School Committee policy and the supervision of administrators.

The Superintendent shall assess compliance with this Policy and determine the nature, severity, and impact of any non-compliance, and shall take appropriate administrative action, subject to review by the School Committee.

This Policy shall be interpreted and enforced in a manner consistent with the Rhode Island School Administrators' Rights Act, R.I. Gen. Laws § 16-12.1, and shall not abrogate any rights or protections afforded thereunder.

First Read May 7, 2026

Second Read June 11, 2026



BARRINGTON PUBLIC SCHOOLS

BDH: Consultants to the School Committee

The School Committee may engage and retain consultants to provide specialized advice to the School Department on such terms and conditions as the School Committee deems appropriate.

The School Committee may authorize the Superintendent to engage consultants to provide specialized advice to the School Department as the Superintendent may deem appropriate.

Legal Reference

Rhode Island General Laws § 16-2-18



BARRINGTON PUBLIC SCHOOLS

BE: School Committee Meetings – Regular and Special

The School Committee shall hold at least nine (9) regular meetings in each year, at such time and place within the Town of Barrington as the School Committee may determine.

A special meeting of the School Committee may be called by the Chairman, and shall be called by the Vice Chairman/Clerk at the written request of any two members, at such time and place within the Town of Barrington as the Chairman may determine.

Every meeting, regular and special, of the School Committee, shall be open to the public unless an Executive Session is called and held in accordance with law.

Legal Reference

Rhode Island General Laws §16-2-8 Barrington Town Charter §9-2-11

Approved 04/03/03



BARRINGTON PUBLIC SCHOOLS

BEC: Open Meetings

The School Committee and its individual members shall comply with the Open Meetings Act of the Rhode Island General Laws.

Legal Reference

[Rhode Island General Laws §42-46-1 et seq.](#)

Approved 03/02/06



BECA: School Committee Meetings – Executive Session

The School Committee shall hold Executive Session meetings, closed to the public, only for such purposes as allowed by law, and the School Committee shall not discuss any matter in Executive Session which may properly be discussed at a regular or special public meeting.

The School Committee shall comply with all procedural requirements of all applicable law in meeting in Executive Session.

Legal Reference

Rhode Island General Laws §42-46-4 and 42-46-5 Barrington Town Charter §9-2-1

Approved 04/03/03 Revised 02/16/06



BARRINGTON PUBLIC SCHOOLS

BECB: Notice of School Committee Meetings

The School Committee shall give notice of all regular, special and Executive Session meetings of the School Committee as required by law.

Legal Reference

Rhode Island General Laws §42-46-4

Approved 04/03/03 Revised 02/16/06



BARRINGTON PUBLIC SCHOOLS

BED: School Committee By-Laws

ARTICLE I. ORGANIZATION

SECTION 1. ORGANIZATIONAL MEETING

The Barrington School Committee shall meet for its organizational meeting on the first regular meeting date in December in each election year after new members have been duly sworn in.

SECTION 2. ELECTION OF OFFICERS

The Committee Chair and Vice-Chair will be elected at the organizational meeting referred to in Section 1, or at such time as any such offices shall become vacant as further provided in this section. The Superintendent shall preside at the call of the annual organizational meeting. A majority vote of the Committee members present at the election is required to elect the officers of the Committee.

The office of Chair will be elected first, followed by the office of Vice-Chair. The election is for a period of two (2) years from biennial meeting to biennial meeting. If the office of the Chair becomes vacant for any reason, the Vice-Chair shall assume the duties of the Chair until a new Chair is elected.

If the office of the Vice-Chair becomes vacant for any reason, the Committee Chair will appoint a temporary Vice-Chair from the Committee Membership until a new Vice-Chair is elected. In the event that the Chair or Vice-Chair resigns from the Committee, the election of a new Chair or Vice-Chair will take place after the resignation has been formally accepted by the Committee and the vacated positions are filled pursuant to law.

ARTICLE II. MEETINGS

SECTION 1. REGULAR BUSINESS MEETINGS

The School Committee shall hold at least nine (9) business meetings each year. Business meetings shall be live streamed and a recording of the meeting will be placed on the District website. Topics to be presented shall be determined by the School Committee and the Superintendent at the outset of each school year to the extent possible as required by RI General Law and published in an annual meeting calendar. Additional topics will be added as included in Discussion Items during meetings, by written request of a member to the Superintendent or School Committee Chair, or as determined to be necessary by the Superintendent or the School Committee Chair. Meetings of the School Committee shall be open to the public except when the Committee votes to go into executive session. Each regular business meeting shall continue until such time as all matters on the agenda have been considered and acted upon, provided, however, that at 10 pm, the Chair may call for actions required before adjournment and a subsequent motion to adjourn.

SECTION 2. OTHER MEETINGS

A. SPECIAL MEETINGS

Special meetings may be called by the Chair, the Superintendent of Schools, or upon the written request of any three (3) members of the School Committee. This written request shall be made to the Superintendent. The Superintendent or their designee shall immediately forward the request for a special meeting to each School Committee Member. The Superintendent shall poll members to determine if a legal quorum is available to meet at the proposed time and date. If such a quorum is available, the Superintendent shall schedule, advertise, and post the special meeting consistent with state law and local charter. Notice of the special meeting shall state the special matter or matters to be considered and all members shall receive notice prior to the special meeting. At special meetings, only the business for which the meeting was called will be in order.

B. EMERGENCY MEETINGS

Emergency meetings may be held as described in RI General Laws 42-46-6(c) upon a vote by the majority of the school committee. The emergency meeting may be convened “to address an unexpected occurrence that requires immediate action to protect the public.” The meeting notice and agenda must be posted as soon as possible as provided by applicable law.

C. HEARINGS

Whenever the School Committee shall be required to hold a hearing on any matter, it shall be conducted in conformance with the related requirements of the Constitution of the United States, the Constitution of the State of Rhode Island, the General Laws of the State of Rhode Island, ordinances of the Town of Barrington, and regulations of the School Committee.

SECTION 3. EXECUTIVE MEETINGS

By a majority vote at an open meeting, the Barrington School Committee may call a closed executive meeting as specified by the Rhode Island Open Meetings Act. The School Committee shall not discuss any other matter in the Executive Session which may properly be discussed at a public meeting. The School Committee shall comply with all procedural requirements of all applicable law when meeting in Executive Session, including the announcement of any votes taken in Executive Session once back in Open Session. The reason for closing a meeting to Executive Session and the vote of each member shall be recorded in the Open Meeting Minutes. The following items may be discussed and voted upon in Executive Session:

1. Any discussions of the job performance, character, or physical or mental health of a person or persons provided that such person or persons affected shall have been notified in advance in writing and advised that they may require that the discussion be held at an open meeting;
2. Sessions pertaining to collective bargaining or litigation, or work sessions pertaining to collective bargaining or litigation;
3. Discussion regarding the matter of security including, but not limited to, the deployment of security personnel or devices;
4. Any investigative proceedings regarding allegations of misconduct, either civil or criminal;

5. Any discussions or considerations related to the acquisition or lease of real property for public purposes, or of the disposition of publicly held property wherein advanced public information would be detrimental to the interest of the public;
6. Any discussions related to or concerning a prospective business or industry locating in the state of Rhode Island when an open meeting would have a detrimental effect on the interest of the public;
7. A matter related to the question of the investment of public funds where the premature disclosure would adversely affect the public interest. Public funds shall include any investment plan or matter related thereto, including, but not limited to, Page 3 of 18BARRINGTON PUBLIC SCHOOLS BOARD GOVERNANCE AND OPERATIONS: SECTION B state lottery plans for new promotions;
8. Any executive sessions of a local school committee exclusively for the purposes: (i) of conducting student disciplinary hearings; or (ii) of reviewing other matters which relate to the privacy of students and their records, including all hearings of the various juvenile hearing boards of any municipality; provided, however, that any affected student shall have been notified in advance in writing and advised that he or she may require that the discussion be held in an open meeting;
9. Any hearings on, or discussions of, a grievance filed pursuant to a collective bargaining agreement;
10. Any discussion of the personal finances of a prospective donor to a library;
11. Any other purpose specified by the Rhode Island Open Meetings Act (RIGL 42-46- 5) as it may be amended from time to time.

SECTION 4. POSTING OF MEETINGS

Written notice of the dates, times and places of regularly scheduled meetings shall be established at the beginning of each calendar year. As specified by the Rhode Island Open Meetings Act, public notice of the agenda will be made available at least 48 hours before the scheduled meeting to the staff and community in the Barrington Public Schools on the District website. Notice of the meeting and agenda shall be posted in the Barrington Town Hall and in the School Administration office, as well as at the building site of the meeting, and filed electronically with the Office of Rhode Island Secretary of the State.

SECTION 5. QUORUM/CONDUCT OF MEETINGS

Three members of the School Committee will constitute a quorum required to do business. In the absence of the Chair and Vice-Chair, a temporary Chair shall be elected. In the absence of a quorum, only taking measures to obtain a quorum, fixing a time to adjourn, or taking a recess are permitted.

In the absence of applicable rule or law, all meetings shall be conducted according to the latest version of Robert's Rules of Order. A digital copy of this handbook will be available for all meetings and the Vice Chair will act as parliamentarian in the case of questions by members of the Committee. A majority of the committee may override a decision or ruling of the parliamentarian.

Any time a quorum gathers to discuss the Committee's business a meeting is constituted. Additionally, discussion of business between three or more members, even if not at the same time, constitutes a rolling quorum. Consequently, members should be cautious to only hold meetings and discussions as permitted by these by-laws and RI state law.

SECTION 6. WORKSHOPS

The School Committee shall hold Workshops in open session to allow a deeper discussion of defined topics relevant to the District Strategic Goals. There is no formal action by the School Committee at a workshop. Workshops are not recorded. Workshops allow for the School Committee and Administration to engage in a discussion of the topic at hand. Members of the public may also ask questions of the Administrators at the end of each session.

ARTICLE III. REQUIREMENTS AND DUTIES OF THE COMMITTEE AND ITS MEMBERS

SECTION 1. LEGAL AUTHORITY, STATUS AND RESPONSIBILITIES

In accordance with law, the responsibility for the general administration and supervision of the District is vested in the School Committee. School Committee members collectively constitute an agency of government whose powers, responsibilities, and duties can only be exercised by the action of the School Committee. An individual School Committee member, including the Chairperson, shall have only such power and authority as delegated by the School Committee.

The School Committee shall interact with the Administration of the District solely through the Superintendent, in accordance with law. The legal status of the School Committee is derived from Article XII, Section 1 of the Constitution of the State of Rhode Island. The Rhode Island General Assembly is responsible for the exercise of plenary control over educational matters within the state, and delegates certain authority and responsibility to the local School Committee.

The School Committee's duty is to identify and set policy for the effective administration, operation, and maintenance of the School Department. The School Committee shall have such power as granted by law to implement and enforce such policies.

The School Committee shall formulate and adopt appropriate policies pertaining to the administration, curriculum, and program of the School Department and the relationship of the School Department with students, parents, and the public as the primary responsibility and function of the School Committee.

The formal adoption of policies will be recorded in the minutes of the School Committee. Only those written statements so adopted and so recorded shall be deemed as added to official School Committee policy.

The School Committee shall regularly review the implementation of policy through reports, presentations, or such other methods as may adequately inform the School Committee.

SECTION 2. SCHOOL COMMITTEE MEMBERSHIP

Barrington School Committee members shall

1. be citizens (electors) of the Town of Barrington;
2. be elected by the electors of the Town of Barrington at the regular biennial election held on the first Tuesday after the first Monday in November in even numbered years;
3. serve for a term of four years (unless otherwise specified at election time);
4. be subject to the requirements of the Rhode Island Code of Ethics and the Regulations of the Rhode Island Ethics Commission.

If a School Committee member is no longer a resident of Barrington, their seat will become vacant immediately.

If a School Committee member seeks to resign from the School Committee, they shall submit a letter to the Chairperson of the School Committee who will notify other members of the School Committee, the Superintendent, and the Town Council. The resignation will be announced at the next meeting of the School Committee.

Any vacancy in the School Committee shall be filled for the unexpired term by a vote of the electors of the Town. Such vacancy shall be filled at the next regular or special election to be held in the Town, or the Town Council may call a special election for the purpose of filling the vacancy. If a vacancy in the School Committee shall occur more than nine (9) months prior to the time for the holding of a regular election, the Council shall, within thirty (30) days after the vacancy occurs, call a special election for the purpose of filling such vacancy.

SECTION 3. CHAIR

- The Chair shall exercise such powers and perform such duties as are fixed by statute and as usually devolve upon the presiding officer of a deliberative body.
- The Chair has no more authority than has any member of the Committee, and the Chair's actions are not binding on the Committee unless given such authority by the Committee.
- The Chair will assist in preparation of the agenda, maintain order and see that debates and discussion remain relevant to the issue under discussion.
- The Chair is the authorized signatory to all legal documents on behalf of the Committee provided the Committee votes to grant such authority.

Additionally, the Chair is empowered to:

- Provide leadership to the School Committee by ensuring the integrity of the Committee's processes and By-Laws;
- Chair its meetings with all the commonly accepted power of that position as described in Robert's Rules of Order, Newly Revised;
- Ensure consistency with the School Committee's rules and policies, and those legitimately imposed upon it from outside the organization;
- Lead periodic self-assessments to ensure process improvement;
- Facilitate sound Committee decision-making;
- Represent the Committee, as appropriate;
- Compile and facilitate the Committee's summative evaluation of the Superintendent;

- Execute all documents as authorized by the Committee, except as otherwise provided by law;
- Develop proposed Committee meeting agendas in concert with the Superintendent;
- and Serve as the Committee's official spokesperson in announcing Committee-stated positions,
- and in stating decisions and interpretations within the areas assigned to the Chairperson.
- The Chair has no authority to supervise or direct the Superintendent except as authorized by the School Committee.

With the assistance, as necessary, from the Superintendent, the Chair will represent the Committee in all its relationships with the Barrington Town Government.

In the absence of the Chair, the Vice-Chair shall perform the duties of the Chair. Chair may be removed from the position of the Chair at the pleasure of the Barrington School Committee upon a majority vote of the total Committee membership.

SECTION 4. VICE-CHAIR

In the absence of the Chair, the Vice-Chair shall perform the duties of the Chair, as stated in Section 3 of Article III. A non-union administrative secretary under the direction of the Vice Chair will keep a complete and accurate record of all meetings. Minutes are the legal record of a School Committee's actions and must, therefore, be accurate and in compliance with the Rhode Island Open Meetings Law.

The Vice Chair shall keep written minutes of the proceedings of the executive sessions of the School Committee. Unofficial minutes will be reviewed by the Vice Chair as to accuracy prior to the approval of the Committee. The Vice-Chair shall serve, with the Chair, as the parliamentarian of the committee. The Vice-Chair may be removed from the position of Vice-Chair office at the pleasure of the Barrington School Committee upon a majority of the total Committee membership.

SECTION 5. INDIVIDUAL MEMBERS

School Committee members have legal authority only during meetings convened in accordance with these bylaws and Rhode Island law. Members fulfill their obligations by participating in meetings. The method of participation is discussion, deliberation, debate and voting.

The Barrington School Committee does hereby establish a code of basic principles and ethical standards for School Committee members acting individually and collectively as a boards of education in the management of the Barrington Public Schools, which principles include but are not limited to the following:

1. Recognize that the academic success and overall well-being of all Barrington students are the primary considerations in all committee decisions.
2. Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary. BPS policies identify measurable outcomes or objectives, where possible, which assist in appraising the work of the District. Commit to decisions,

policies, and protocols that have been developed collaboratively and are aligned to the District's strategic goals.

3. Exercise legislative, policy-making, planning and appraising functions. Delegate administrative functions in the operation of schools to the Superintendent and their delegates.
4. Recognize the critical responsibility for selecting the superintendent, defining the superintendent's responsibilities, and evaluating the superintendent's performance regularly without directly engaging in administrative processes. (See also the BPS Superintendent Evaluation Policy and BPS Chief Administrative Officer Policy.)
5. Accept and encourage a variety of opinions from and communication with all parts of the community.
6. Advocate District positions on educational issues with legislators and other state and local political leaders, staying abreast of relevant state and national educational issues.
7. Make public relevant institutional information in order to promote communication and understanding between the school system and the community. Communicate connections between decisions, district performance, and student data.
8. Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations.
9. Conduct meetings with planned and published agendas.
10. Work collaboratively with the administration to formulate annual and 5-year strategic goals, creating clear priorities for district resources, with deliverable expectations. While responsive to issues arising outside of the strategic plan, ensure that those issues are balanced with the commitment to a focused strategy.
11. Give the superintendent full responsibility for discharging their professional duties and hold them responsible for the results. Do not give direction to any part of the organization except to the Superintendent.
12. Refer to the Superintendent all complaints and criticisms of the school system, its personnel and operations.
13. Act publicly with the Superintendent in their resolution, unless the private resolution of these matters is mandated by law or school district regulations.
14. Act only through public meetings since individual board members have no authority to bind the committee.
15. Openly debate and vote on all issues that come before the School Committee and support the majority decision of the committee.
16. Work with other committee members to establish effective board policies and to delegate authority for the administration of the schools to the Superintendent.
17. Evaluate both School Committee and Superintendent performance on a semi-annual basis.
18. When expressing individual views and opinions to the community and/or the media, members clearly indicate that they are speaking only on their own behalf.
19. Avoid being placed in a position of conflict of interest, and refrain from using the committee position for personal gain.
20. Make no personal promises nor take private action that may compromise the integrity of the School Committee.

21. Keep confidential matters confidential.
22. As required by law, complete six (6) hours of Professional Development administered through or approved by the Rhode Island Association of School Committees (RIASC) on an annual basis.
23. Attend all regularly scheduled committee meetings as possible, and become informed concerning the issues to be considered at those meetings.
24. Prepare for meetings by reading all related materials prior to the meeting.
25. Fully engage in all meetings, reducing as much as possible the use of technology during the meetings.
26. Serve as liaison to or chair on at least two Advisory Committees annually. (reference Advisory Committee policy) The committee may convene a duly posted meeting, under the provisions of applicable law, to sanction a member who does not comply with the individual limits, responsibilities and ethical standards set forth in this Article and in applicable law.

SECTION 5. CONFLICT OF INTEREST

School Committee members are expected to understand and comply with the language and spirit of the Rhode Island Code of Ethics in Government Act and disclose any personal interests or ties prior to discussion or to voting. Specific attention should be paid to items involving personnel, purchasing, or votes requiring expenditure of funds. School Committee members are expected to recuse themselves from all real or potential conflicts, as required by applicable law. School Committee members are expected to avoid being placed in a position of conflict of interest, and refrain from using the committee position for personal gain. If the committee member is in doubt about a possible conflict, an advisory opinion may be requested from the Ethics Commission. Members shall abstain from seeking employment in Barrington Public Schools for at least one (1) year after completing their tenure as a Barrington School Committee member.

ARTICLE IV. ORDER OF MEETINGS

SECTION 1. ORDER OF BUSINESS, REGULAR MEETING

Business meetings of the School Committee shall be conducted in the following order unless otherwise agreed to by a majority of the School Committee:

- A. Consent Agenda
- B. Pledge of Allegiance
- C. Achievement Recognition
- D. Superintendent Report
- E. Public Comment/Right to Be Heard
- F. School Committee Business
- G. Public Comment

- G. Agenda Setting
- H. Announcements

The consent agenda is approved in its entirety. The Committee shall, from time to time, designate items to be routinely placed on this agenda. Any member may remove an item for discussion and require a separate vote. The consent items are generally routine in nature unless, as mentioned previously, a Member of the Committee requests its removal from the consent agenda to discuss/debate.

SECTION 2: PUBLIC COMMENT

The Barrington School Committee is the policy-making board for Barrington Public Schools, and as such, conducts school district business in public according to the Rhode Island Open Meeting Law. The open meeting is not considered a public hearing. Comments by members of the community on issues that pertain to school district business are appropriate and may be presented either during Right to Be Heard or Public Comment.

Members of the community desiring to address the Committee on issues that pertain to District business shall be given fair opportunity to be heard. The public may address the Committee as follows:

1. Right to Be Heard/Correspondence: An individual or a group will provide a written request to have a topic/concern placed on the agenda under Right to Be Heard/Correspondence. The request must be received by the School Committee, Chair and/or Superintendent seven (7) days prior to the meeting date in order for it to be considered for addition to the agenda. The request shall include the name of the individual or group, mailing address, telephone number of spokesperson, and the reason for coming before the School Committee. The Chair and the Superintendent, in creating the agenda, will consider compiling similar requests from different individuals/groups, creating a separate agenda item to address the topic or including the request within a pre-existing topic on the agenda. If an upcoming agenda would be better suited to addressing the topic, the individual or group will be notified of the delay as well as the rationale. The individual, or group's spokesperson, will have the opportunity to address the School Committee for up to three (3) minutes for any clarification or additional information.
2. Public Comment: Comments by the public that pertain to School District issues on or not on the meeting's agenda will be heard, prior to adjournment of the meeting. Public comments made during Public Comment shall be limited to three (3) minutes per individual.

Discussion of personnel issues or confidential matters cannot always be avoided during Right to Be Heard or Public Comment, however, slanderous, defamatory, or disrespectful statements will not be permitted.

SECTION 3. SUSPENSION OF ORDER OF BUSINESS

The order of business for any meeting may be suspended by a majority vote of the members present providing a quorum has been maintained.

ARTICLE V. AGENDA AND MEETING MATERIALS

SECTION 1. DEVELOPING THE AGENDA

It will be the duty of the Chair, or the Vice-Chair in the Chair's absence, in cooperation with the Superintendent, to prepare the agenda for all meetings of the Barrington School Committee.

Any individual School Committee member may request in writing to the Superintendent or through the Chair, or the Vice-Chair in the Chair's absence, that an item be placed on the agenda. The established deadline for committee member requests for items to be included in the agenda shall be three (3) days prior to the meeting. Such requests shall not be unreasonably denied. If such a request is refused, the member may direct that the item request be placed on the agenda under new business for consideration. A majority vote of the Committee may allow it to be considered as an action item on the next meeting agenda.

Additionally, items for addition to the agenda of subsequent meetings can be brought up during "Agenda Setting" at any School Committee meeting.

SECTION 2. POSTING AND DISTRIBUTION OF THE AGENDA

The agenda and supportive material will be written and distributed to School Committee members in the shared computer drive. Exception to this procedure requires acceptable rationale to the Committee. No item shall be acted upon at any meeting of the School Committee unless it had been placed on the distributed and posted agenda according to the Rhode Island Open Meetings Law.

All supporting materials available at the time of the posting of the agenda will be hyperlinked in the agenda available to the public.

SECTION 3. MEETING MATERIALS Meeting materials, including policies and other documents for consideration by the School committee, will be put into a shared folder by the Friday before the next School Committee meeting. Some items may not be available, and will be added to the shared folder as they become available.

ARTICLE VI. POLICY DEVELOPMENT

SECTION 1. POLICY LAW, PHILOSOPHY, AND ENFORCEMENT

Good policies:

1. Clarify the operation of the school system;
2. Create understanding and good will;
3. Provide direction;
4. Facilitate control and efficiency.

The Committee will ensure that its policies conform to the higher supremacy of municipal, state, and federal laws, including the provisions of municipal by-laws and state and federal constitutions. Questions concerning the legality of any policy should be addressed to the Office of the Superintendent. The Committee expects compliance with its formally-adopted policies. Failure to comply with these policies will be considered cause for disciplinary

SECTION 2. FORMULATION OF POLICIES

The School Committee will reserve to itself the establishment of guidelines within which it shall function. It will also provide discretionary limits upon the actions of those to whom it delegates authority. These guidelines and limits of action shall constitute the policies governing the operation of the school system.

The formulation and adoption of written policies shall constitute the basic method by which the School Committee will exercise its leadership in the operation of the school system. The study, review and evaluation of reports concerning the adoption and execution of its written policies will constitute the basic method by which the School Committee shall exercise its control over the operation of the school system.

The adoption of all policies shall be recorded in the minutes of the School Committee meetings and placed in the Official Barrington School Committee Policy Manual. Only the written statements so adopted and so recorded will be regarded as official School Committee Policy.

SECTION 3. ADOPTION OF POLICIES

Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee following a second reading, when such action has been scheduled and advertised on the agenda of a regular or special meeting. To permit time for study of all new policies, amendments to policies, repeal of existing policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as agenda items to the School Committee in the following sequence:

1. As a School Committee business item for a first reading of the proposed policy with School Committee discussion and directions for any redrafting, including taking into account feedback from the stakeholders and community.
2. At the next business meeting as a School Committee business item for a second reading, which the committee can vote to forego, of the proposed policy, with discussion, taking into account feedback from community members, and subsequent adoption or rejection.

Amendments to the policy prior to adoption will not require repetition of the sequence unless the School Committee so directs, based on the assessment of substantive changes to the policy requiring further opportunity for feedback from the community, in which case the first read-second read-vote process would be repeated.

Policies will be effective upon the date the policy is passed, unless otherwise specified by the School Committee. The date will ensure that affected persons have an opportunity to

become familiar with the requirements of the new policy prior to its implementation. Policies will continue from year to year and School Committee to School Committee until and unless the School Committee changes them in accordance with these by-laws. The School Committee will evaluate new and amended policies from time to time, and will revise them if they prove unwise or untenable.

SECTION 4. EMERGENCY PROCEDURE

On matters of unusual urgency, the Committee may waive the adoption of policy procedures set forth in Section 3 and take immediate action by a majority vote of the members of the Committee at a regular or special meeting called for that purpose.

SECTION 5. REVIEW OF ADMINISTRATIVE PROCEDURES

The School Committee reserves the right to review and veto administrative procedures should they, in the Committee's judgment, be inconsistent with the policies adopted by the Committee.

SECTION 6. POLICY DISSEMINATION The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Committee and the administrative procedures needed to put them into effect which shall include posting of the adopted policies on the Barrington Public Schools website.

ARTICLE VII. MEMBER ORIENTATION

SECTION 1. NEW MEMBERS

The School Committee and its administrative staff shall assist each new member-elect to understand Committee functions, policies, and procedures before and when the member takes office. The new member-elect shall be brought up to date with regard to current problems, concerns and issues. The following methods may be employed:

1. The electee shall be given section material related to Committee membership;
2. The electee shall be invited to attend interim school committee meetings and may be invited to participate in the discussions held therein;
3. The Superintendent and Committee members may supply, under the direction of the Chair, pertinent materials and explain their use to electees;
4. The electees shall be invited to meet with the Superintendent and Chair to discuss the services that the Administration performs for the Committee and they shall be offered:
 - a. Title 16 Laws of the State of Rhode Island (online)
 - b. Rhode Island Special Education Regulations (online)
 - c. Barrington School Committee By-Laws (online)
 - d. Current Policy Manual (online)
 - e. Capital and Operating Budgets (online)

- f. Collective Bargaining Unit Agreements and Contracts (online)
- g. Key Works of School Committees Book
- h. Tour of all Barrington Public Schools and Facilities
- i. Opportunities to attend professional development workshops sponsored by the Rhode Island Association of School Committees (RIASC).
- j. Student and staff handbooks (online)
- k. Open Meetings Act and Attorney General's Guide to open Government in Rhode Island (online)
- l. Ethics/Conflict of Interest Regulations (online)
- m. Robert's Rules of Order, latest edition (online)

SECTION 2. OPPORTUNITIES FOR ENGAGEMENT

The Superintendent will prepare members of the School Committee for maximum service to the Community through:

- 1. Membership in the State School Committee Association;
- 2. Annual visits to schools as a committee;
- 3. Participation in educational workshops at the district and state level;
- 4. Attendance and participation at educational conferences and conventions;
- 5. Reading educational resources;
- 6. Participation in community and school events;
- 7. Study of by-laws of the School Committee;
- 8. Familiarization with school district policies and procedures.

ARTICLE VIII. ADVISORY COMMITTEES

The Committee may from time to time establish advisory committees to assist in the completion of its business and serve as representatives of the committee on approved advisory committees and boards. Please see the BPS Advisory Committee Policy.

ARTICLE X. SUPERINTENDENT

The Superintendent serves as the chief executive agent of the School Committee. The Superintendent carries out all policies, rules and regulations established by the School Committee.

The School Committee expects its Superintendent to fulfill the role of educational leader in the community. This means the Superintendent will keep the public informed as to the activities, achievements, needs and directions of the school system. In so doing, the Superintendent

should employ all avenues of communication including various media, small group discussions, speeches and other personal appearances.

As the educational chief executive, the Superintendent, as a matter of routine, should inform the Committee regularly of new trends in education and their implications, if any, for the system. The Committee also needs to be kept informed regarding the school system's performance as compared to other systems within the state and throughout the nation with appropriate rationale and/or explanation.

The Superintendent shall carry out the powers and duties of Superintendent as set forth in applicable state law. The Superintendent shall have the power and authority to address and, if necessary, resolve any situation not specifically covered by School Committee policy. The Superintendent shall inform the School Committee as soon as possible that action has been taken and the decision will be subject to review by the School Committee. If appropriate, the Superintendent may recommend and/or the School Committee may adopt appropriate policy to govern similar situations in the future

ARTICLE XI. REAFFIRMATION AND AMENDMENT OF BYLAWS

SECTION 1. ANNUAL REAFFIRMATION OF BYLAWS

These bylaws shall be readopted at each biannual organizational meeting, subject to the understanding that all bylaws not established by law and/or contractual agreements may be changed through Committee action as described in Article XI, Section II below.

SECTION II. AMENDMENT OF BYLAWS These by-laws may be amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled and advertised on the agenda of a regular or special meeting. All revisions or additions may be approved by the School Committee after two readings.

Legal Reference:

Rhode Island General Laws Chapter 16

Barrington Town Charter, Section 9

Rhode Island State Constitution, Article XII

Rhode Island Ethics Commission

Regulations First Read 8/18/2022

Adopted 9/8/2022

Amended October 9, 2025



BARRINGTON PUBLIC SCHOOLS

BEDB: Agenda

Regular meetings of the School Committee shall be conducted in the following order, unless otherwise agreed to by the School Committee:

- A. Recognition
- B. Minutes
- C. Financials
- D. Information and Proposals
- E. General Public Discussion and Information
- F. Old Business
- G. New Business
- H. General Discussion to Guide Future Recommendations
- I. General Public Discussion and Information

Topics to be presented as "Information and Proposals" shall be determined by the School Committee and the Superintendent at the outset of each school year to the extent possible. Additional topics proposed to be presented may, from time to time, be added to a future meeting agenda with the consent of the School Committee.

Special meetings of the School Committee shall be conducted in such order as to effectively carry out the business of such meeting.

Notice, including the agenda for each meeting of the School Committee, shall be posted and/or published at such times and in such places as required by law.

Legal Reference

Rhode Island General Laws §42-46-6 Barrington Town Charter §9-2-2

Approved 02/16/06



BARRINGTON PUBLIC SCHOOLS

BEDC: Quorum of the School Committee

Three members present at any meeting of the School Committee shall constitute a quorum sufficient to conduct business.

Legal Reference

Rhode Island General Laws §42-46-2

Approved 02/06/06



BARRINGTON PUBLIC SCHOOLS

BEDD: Rules of Order

Except as otherwise provided by Law, or by policies of the School Committee, meetings of the School Committee will be conducted in accordance with Robert's Rules of Order Newly Revised (2000 edition). In accordance with Robert's Rules, the School Committee may suspend parliamentary rules of order by a majority vote.

Legal Reference

Barrington Town Charter, §9-2-2

Approved 02/06/06



BARRINGTON PUBLIC SCHOOLS

BEDG: Minutes of Meetings of the School Committee

Minutes of all meetings of the School Committee shall be made to include the following:

1. Date, time and place of meeting;
2. Members of the School Committee noted as present or absent;
3. Items of significant information bearing on action;
4. A record of each vote taken by the School Committee reflecting the vote of each member;
5. Any other information reflecting the conduct of the meeting that a School Committee member may request be included.

The minutes of all School Committee meetings shall be public record consistent with R.I.G.L. §42-46-7, and available within the time prescribed by law, except where such disclosure would be inconsistent with R.I.G.L. §§42-46-4 and 42-46-5.

Minutes of the School Committee meetings shall be maintained in accordance with, transmitted by such mode, and filed with such government agencies and departments as required by law.

Legal Reference

Rhode Island General Laws §§ 42-46-4, 42-46-5, 42-46-7 Barrington Town Charter, § 9-2-2

Approved 02/16/06



BARRINGTON PUBLIC SCHOOLS

BEE: Special Procedures for Conducting Hearings

Whenever the School Committee shall be required to hold a hearing on any matter, such hearing shall be conducted in conformance with the requirements of the Constitution of the United States, the Constitution of the State of Rhode Island, the General Laws of the State of Rhode Island, ordinances of the Town of Barrington, and regulations of the School Committee appertaining thereto.

Legal Reference

Rhode Island General Laws §§16-13-4 Revised 11/03/2005



BARRINGTON PUBLIC SCHOOLS

BFC: Policy Adoption

Policies or major actions will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all new policies or major actions or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or major actions or amendments will be presented as agenda items to the School Committee in the following sequence:

1. Information item - this may be an announcement that a policy or major action is being developed in a particular area and that interested persons may submit suggestions.
2. Discussion item - first reading of proposed policy or policies or major actions; recommendation from the Superintendent; report from any School Committee advisory committee assigned responsibility in the area; School Committee discussion and directions for any redrafting.
3. Action item - discussion, adoption/rejection.

Amendments to the policy or major action at the action stage will not require repetition of the sequence, unless the School Committee so directs.

In instances, the School Committee may dispense with the above sequence to meet emergency conditions.

Policies or major actions will be effective upon the date set by the School Committee. The date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy or major action prior to its implementation.

A major action is an action being considered by the School Committee that in the opinion of the majority of the Committee will have a significant impact on a large or a specialized population represented by the School Committee.

Legal Ref: General Laws of Rhode Island, 16-2-9(2) Barrington Town Charter, 9-2-

7 Revised 3/01/2012 Amended 04/05/12



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BFCA: School Committee Review of Regulations

The School Committee reserves the right to review all administrative regulations and procedures, but it will revise them only when, in the School Committee's judgment, they are inconsistent with policies and regulations set by the School Committee.

Legal Ref: General Laws of Rhode Island 16-2-16, 16-2-11 Barrington Town Charter, 9-2-7



BARRINGTON PUBLIC SCHOOLS

BFD: Policy Dissemination

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the School Committee in a policy manual.

A policy concerning a particular group or groups in the School Department shall be distributed to those groups as soon as practicable after passage by the School Committee. All new policies promulgated by the School Committee commencing with the date of January 1, 2005 shall be made available in

electronic format on the School Department's website.

All policy manuals distributed to anyone shall remain the property of the School Committee and shall be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time.

The School Committee's policy manual shall be considered as a public record and shall be open for inspection at the School Committee offices located at the Administration Building, schools, and the public library.

Legal Reference

Rhode Island General Laws, §§ 16-2-16 and 16-2-32

Approved 12/06/07



BARRINGTON PUBLIC SCHOOLS

BFF: Suspension of Policies

The policies of the School Committee are subject to suspension only upon a majority vote of the entire School Committee membership at a meeting in the call for which the proposed suspension has been described in writing, or upon a unanimous vote of the entire School Committee membership when no such written notice has been given.

Legal Reference:

General Laws of Rhode Island 16-2-16

General Laws of Rhode Island, Title 42, 42-46-6 Barrington Town Charter, 9-2-7



BARRINGTON PUBLIC SCHOOLS

BG: School Committee-Staff Communications

The success of any school system requires effective communication between the School Committee and the school staff. Such communication is necessary for facilitating proposals for the continuing improvement of the educational program and for the proper disposition of personnel problems which may arise.

The main goal of both the School Committee and the staff is to provide the best possible educational opportunities for the entire community. To achieve this end, good School Committee-staff relations must be maintained in a climate of mutual trust and respect. At the same time, the School Committee in exercising its public trust to provide thorough and efficient public education, cannot dissipate or transfer its responsibilities.

In accordance with good personnel practice, staff participation in the development of educational and personnel policies will be encouraged and facilitated. The superintendent, as professional leader of the staff and the chief executive of the School Committee, will establish the avenues for School Committee staff communication.

All communications or reports to the School Committee from staff members and staff organizations will be submitted to the School Committee through the superintendent. However, this will not be construed as denying the right of any staff member to appeal any action or decision of the superintendent to the School Committee.

All effective means of facilitating channels of communication between the School Committee and staff will be explored in order to promote close and cooperative action for the continuing improvement of the educational program and the mutual benefit of the school system and the community.

Legal Ref: General Laws of Rhode Island 16-2-18 Barrington Town Charter, 9-2-7



BARRINGTON PUBLIC SCHOOLS

BGA: Barrington Public Schools Technology Responsible Use Polic

PURPOSE:

The Barrington Public School Department (BPS) is committed to providing a safe, positive, and productive learning environment for all authorized users. The School Committee establishes high expectations for student behavior, academic integrity, and the responsible use of existing and emerging technologies and recognizes that inappropriate use of technology during instructional time has a disruptive effect on student learning and the educational environment.

OBJECTIVE & SCOPE:

This policy shall:

- Promote the health and wellbeing of all students;
- Protect the safety, security, and privacy of all students and staff;
- Support effective teaching, learning, and school operations through responsible technology use;
- Protect district technology systems, networks, and data from misuse or disruption;
- Minimize distractions and disruptions to school activities.

This policy applies to all authorized users using:

- District-owned or leased technology;
- District networks, systems, and Internet access;
- District-provided accounts and educational platforms;
- Personally owned devices when used on district networks or for school-related purposes.

This policy applies on and off BPS property when district technology or accounts are used.

DEFINITIONS:

Authorized Users: students, staff, and guests who are permitted to access district technology resources.

Technology: district-owned and personally owned hardware, software, networks, internet services, cloud-based services, communication platforms, and other digital resources used for educational or operational purposes.

Personal Devices: privately owned electronic devices including, but not limited to, laptops, tablets, desktop computers, smartphones, wearable technology (e.g., smart



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watches), earbuds/headphones, or any device capable of connecting to the internet or network.

GENERAL USE & RESPONSIBILITIES:

The information systems and Internet access available through the district are provided to support learning, enhance instruction, and support school system business practices. BPS information systems are operated for the mutual benefit of all users. Although personal use that follows the guidelines presented in this policy is permitted, personal use should be kept to a minimum.

Acceptable use is any use that supports the educational mission of Barrington Public Schools and is consistent with district goals and expectations.

Use of the BPS network and/or other school technology resources for personal gain, profit, commercial advertising, or political lobbying is prohibited. The use of the BPS network is a privilege, not a right. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of students or the work of BPS employees.

EXPECTATIONS:

- I. Users shall use district technology resources in a manner consistent with educational purposes, school rules, district policies, and applicable laws.
- II. Users are responsible for protecting passwords, account information, and access credentials and shall not share accounts or attempt to access another user's account. Users shall not attempt to bypass or interfere with district security and monitoring systems.
- III. Users shall not engage in illegal activity or use district technology in violation of local, state, or federal law.
- IV. Information may not be posted, entered, transmitted, or uploaded if it:
 - a. Violates the privacy rights of others;
 - b. Jeopardizes the health or safety of others;
 - c. Is obscene, defamatory, or libelous;
 - d. Constitutes harassment or cyberbullying;
 - e. Causes or is likely to cause disruption to school activities;
 - f. Constitutes plagiarism or misappropriation of the work of others;
 - g. Is a commercial advertisement or solicitation; or
 - h. Has not been approved when such approval is required by a principal or administrator.

SECURITY & PRIVACY:



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BPS implements Internet filtering on all district sites in accordance with the federal Children's Internet Protection Act (CIPA). It is the responsibility of each user to safeguard and use only their assigned account credentials. Users must use BPS technology resources in a manner consistent with this policy and district expectations.

Users have no reasonable expectation of privacy in any message, file, image, or data created, sent, retrieved, or received through district systems. BPS reserves the right to monitor any and all aspects of its technology systems. Additionally, electronic communications pertaining to school business may constitute public records subject to disclosure under the Rhode Island Access to Public Records Act.

Employees and School Committee members shall conduct official school business using district-issued email accounts. Employees and School Committee members who conduct official business using personal email accounts are in violation of this policy.

Employees whose violations of this policy compromise the confidentiality of student records in violation of FERPA and/or related state laws may be subject to disciplinary action, up to and including dismissal.

ENFORCEMENT:

Any equipment issued for educational purposes remains the property of the Barrington School Department and is loaned to the user. Equipment must be returned when the user is no longer affiliated with the district. Users are responsible for proper care and must report any issues through district procedures.

Violation of this policy may result in loss of technology privileges, disciplinary action, or legal consequences, as appropriate. The district reserves the right to restrict access, remove devices from the network, or take necessary action to maintain system integrity and safety.

The district makes no warranties regarding the availability, accuracy, or reliability of its technology systems and shall not be responsible for loss of data or service interruptions. The district reserves the right to terminate access to technology resources without prior notice when necessary to maintain system security or safety.

LEGAL REFERENCES:

Children's Internet Protection Act, 20 U.S.C. 9134, 47 U.S.C. 254 Children's Online Privacy

Protection Act of 1998, 15 U.S.C. 6501–6505 RI Gen. Laws § 16-21.6-1. Internet Filtering in Schools

First Read: 9/10/2026 Second Read/Approved:

10/1/2026



BARRINGTON PUBLIC SCHOOLS

BGA: Policy on Policy

To implement the policy responsibilities set forth In Rhode Island General Laws §16-2-9, The Barrington School Committee has created a Policy on Policy Development and Establishment of Policies.

Purpose:

The purpose of this policy is to set forth the School Committee expectation that a set of written policy statements are formulated and maintained in order to develop education policies to meet the needs of the community and serve as a guide in the conduct of the business of the Barrington School Department and to ensure that the School Department operates in an effective, efficient and competent manner.

To assist the School Committee in the implementation of the policy responsibilities set forth in Rhode Island General Laws §16-2-9, the Barrington School Committee has established an advisory Policy Committee that is chaired by a member of the Barrington School Committee.

Policy Stipulations:

- 1) It is the responsibility of the School Committee to adopt all policies to be utilized to carry out the conduct of business of the School Department.
- 2) Policies may be introduced to the School Committee for initiation or revision in the following ways:
 - a. Any School Committee member may request that a policy be placed on the next regular school committee business meeting agenda for referral by majority vote of the School Committee to the Policy Advisory Committee for development or revision. Placement of a proposed policy on a school committee meeting agenda only requires the request of one School Committee member.
 - b. A majority vote of the Policy Advisory Committee shall lead to a policy being placed on the next regular school committee business meeting agenda for referral by majority vote of the School Committee to the Policy Advisory Committee for development or revision. Placement of a proposed policy on a school committee meeting agenda only requires the request of one School Committee member.
 - c. The Superintendent may request that a policy be placed on the next regular school committee business meeting agenda for a First Read or referral by majority vote of the School Committee to the Policy Advisory Committee for development or revision.



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- d. Legal counsel may request that any policy which is mandated by law or regulation be placed on the next regular school committee business meeting agenda for a First Read or referral by majority vote of the School Committee to the Policy Advisory Committee for development or revision.
- 3) Policies placed on school committee meeting agendas shall be designated on the agenda as follows:
 - a. Introduction/Referral: For all policies and/or policy revisions proposed to be referred to the Policy Advisory Committee;
 - b. Discussion: For all policies and/or policy revisions which are referred to the Policy Advisory Committee but do not receive consensus to recommend to the School Committee for a First Read;
 - c. First Read: For all policies and/or policy revisions introduced after recommendation to the School Committee by the Policy Advisory Committee or by recommendation from legal counsel for legal compliance purposes.
 - d. Second Read: For all policies and/or policy revisions that have had a First Read by the School Committee.
- 4) Execution of adopted policies is delegated to the Superintendent who shall implement the policies through the development of administrative regulations and procedures. Such regulations shall be submitted to and approved by the School Committee in the same manner as prescribed herein for policies.
- 5) In an effort to keep written policies up-to-date so that they may be used consistently as a basis for School Committee action and School Administration decision making, it shall be the policy of the School Committee to review its policies on a continuing basis.
- 6) The Superintendent is given the continuing commission of calling to the attention of the School Committee all policies that are legally noncompliant, out of date or require revision.
- 7) The Superintendent is responsible for alerting the School Committee of legal requirements which require the development of new policies or the amendment of existing policies.
- 8) The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a majority vote of the School Committee at a regular and special meeting.

Barrington School Committee Advisory Policy Committee Charge:

- 1) Pursuant to Rhode Island General Laws §16-2-9(a)(2), the Policy Advisory Committee shall advise and assist the School Committee on the development of



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education polices to meet the needs of the community. These polices shall address, but not be limited to, general school administration, fiscal management, support services, personnel, school-community-home relations, teaching and learning, students, facilities, and technology.

2) Pursuant to Rhode Island General Laws §16-2-9(a)(19), the School Committee and Policy Committee shall maintain and publish policy manuals that shall include all policies in an electronic format that is easily accessible to the public and up to date. In addition, a complete and updated policy manual in Adobe PDF format shall be published to the Barrington Public Schools website in August and February of each calendar year. A supporting document will also be published reflecting all changes from the previously published version of the policy manual in a redline format. Policies shall include reference dates which detail policy origination, revisions and amendments.

3) The Policy Advisory Committee shall only consider policies and revisions which have been referred to it by a majority vote of the School Committee, or by referral from the superintendent and/or legal counsel.

4) The School Committee shall annually appoint by an affirmative vote of a majority of a quorum of the School Committee during a public meeting, the members of the Policy Advisory Committee.

The Membership of the Policy Advisory Committee shall include;

- Two (2) Members of the School Committee
- The Superintendent;
- The Assistant Superintendent; and
- The Director of Administration

In addition, Membership of the Policy Advisory Committee may include;

- One (1) additional member of the school administration
- One (1) building administrator; and
- One (1) member of the public

The Superintendent, Assistant Superintendent and Director of Administration shall serve as non-voting members of the Policy Advisory Committee. If appointed, the school administrator, building administrator and member of the public shall also serve as non-voting members of the Policy Advisory Committee. The Policy Advisory Committee may utilize district personnel to handle the administrative function of the Policy Advisory Committee. The School Committee Chairperson shall appoint the Chairperson the Policy Advisory Committee.



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- 5) The Policy Advisory Committee's role will be advisory on matters relating to policy and will include the recommendation of policies to the School Committee. All policies and amendments proposed by the Policy Advisory Committee must receive a minimum of two public readings prior to adoption by a majority vote of the School Committee.
- 6) The School Committee and Policy Advisory Committee shall be responsible for conducting a review of School Committee and School Administration compliance with existing policies pursuant to established School Committee policy. A review of policy compliance must be conducted at least quarterly and shall include guidance from District administration regarding any new recommended policies or amendments to existing policies which would help support operations in the District.
- 7) The Policy Committee shall prioritize public participation and transparency as it conducts business and executes its charge.

Superintendent Decisions in Absence of Applicable School Committee Policy

In the situations which arise within the schools where the School Committee has provided no guidelines for administrative action, and where immediate action is deemed necessary, the Superintendent shall have power to act with the understanding that such actions shall be subject to review by the School Committee at its next regular meeting. The Superintendent shall determine that any such proposed action is not in conflict with any State Education Law or Policy before implementing.

It shall be the duty of the Superintendent to inform the School Committee promptly of such action and of the need for the development of applicable policy.

Approved: 11/21/2024



BGC: School Committee Review of Procedures

The School Committee shall be provided with copies of all administrative procedures issued by the Administration.

The School Committee reserves the right to review procedures issued by the Administration at its

discretion, but it shall revise or veto such procedures only when, in the School Committee's judgment, they are inconsistent with policies and regulations adopted or approved by the School Committee.

Before issuance or approval, procedures shall be properly titled and coded as appropriate to the policy codification system selected by the School Committee.

Legal Reference

Rhode Island General Laws §§16-2-18 and 16-2-11

Approved 10/05/06



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BHD: Barrington Public Schools Communication Policy

The Barrington Public Schools (BPS), Barrington School Committee, Superintendent, and all central and school based staff have a responsibility to communicate accurately and effectively with families, students, colleagues, partners and the community. Ongoing communication with all stakeholders is essential to developing and sustaining effective home/school/community partnerships for improving student achievement, and well-being, as well as fostering strong community relationships.

The Barrington School Committee affirms the following principles:

- Families and community members have a right to know what is occurring in their public schools.
- All BPS employees have an obligation to ensure the public is kept systematically and adequately informed.
 - Barrington Public Schools staff and families benefit from improved sharing of information, both positive and negative.
 - Written and verbal communication from schools and employees should reflect the BPS commitment to supporting all children and families, with a focus on student achievement and well-being through high--quality teaching and learning.
 - Effective communication requires an ongoing two--way exchange between schools and constituents, including thoughtful mechanisms at the school and district levels for seeking family, student and community perspectives on critical issues and decisions.
 - Language used to communicate with families and the community must be free of educational jargon, acronyms and other terminology unfamiliar to the public.
 - All communication must reflect and be sensitive to the diversity of BPS families and staff, free of bias with respect to race, ethnicity, language, education, income, gender, religion, sexual orientation, and/or disability.

In keeping with these principles, the Superintendent shall issue district-wide procedures and guidelines to foster effective communication in key areas such as media relations, emergency communications, customer service, publications, presentations, photography, events, and translation/interpretation.

To ensure brand consistency and to help families identify official BPS publications and properties, schools must display the BPS logo on websites and publications. Stationery and signage should incorporate the BPS logo and/or the Town of Barrington Seal. The BPS logo may not be altered and must be reproduced in its correct aspect ratio. It is the responsibility of every school, office and program in the Barrington Public Schools to adhere to these procedures and to execute additional strategies for effective communication. The BPS Central Office Team shall provide leadership, resources, guidance, and technical assistance to support the district and schools in these efforts.



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BHDA: Press Releases

Because the schools are public institutions endeavoring to serve the educational needs of the community, it is important that information be disseminated concerning their activities and problems. In order that district and school news be given the best press coverage, with a minimum of inaccuracies reported, the School Committee desires that the release of official news from the district and schools be coordinated as follows:

1. The School Committee chairman will be the official spokesman for the School Committee, except as this duty is delegated to the superintendent.
2. News releases which are of a district-wide nature or pertain to established district policy are the responsibility of the superintendent or a designated member of the administrative staff.
3. News releases which are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school, but all news releases issued by an individual school must be cleared through the superintendent or his designee.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities which will create and maintain a dignified and professionally responsible image for the school.

Policy Adopted 09/17/81



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CBB: Chief Administrative Officer

Appointment of Superintendent

When necessary and appropriate, the agenda for a designated meeting of the School Committee shall include the matter of selection of a Superintendent, for a term to commence at such time and to continue for such a period as the School Committee shall determine. The selection and engagement of the Superintendent shall be based upon the terms of a written contract for a period of employment not to exceed three (3) years.

Legal Reference

Rhode Island General Laws § 16-2-9

Barrington Town Charter § 9-2-4

Adopted 2/11/59

Amended 2/13/63

Amended 07/15/08



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CBC: Superintendent Powers and Responsibilities

The Superintendent serves as the Chief Executive Agent of the School Committee. The Administration of the School Department in all of its aspects shall be delegated to the Superintendent, who shall carry out his/her administrative functions as prescribed by law and in accordance with the policies adopted by the School Committee.

Legal Reference

General Laws of Rhode Island §16-2-11 Barrington Town Charter

Approved 10/17/02



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CBD: Adoption of the Rhode Island Basic Education Program

Purpose

The purpose of this policy is to ensure that the Barrington Public Schools are in full compliance with the Rhode Island Department of Education (RIDE) Basic Education Program (BEP).

Position

The BEP establishes standards deemed essential by the Board of Regents to assure the provision of a guaranteed and viable education for all public school students and ensure the implementation of the Rhode Island Comprehensive Education Strategy. The Barrington Public Schools are committed to fully implementing all aspects of the BEP.

Legal Reference

R.I.G.L. - 16-2-9 – General Powers and Duties of School Committees

R.I.G.L. - 16-2-18 – Selection of Teachers and the General Control of Schools

R.I.G.L. - 16-7.1-2 – Accountability for Student Performance

Approved 01/03/13

RIDE Basic Education Program Regulations; Title G, Ch 12-15.



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CBI: Superintendent Evaluation Policy

The Barrington School Committee shall conduct a formal, written evaluation of its Superintendent based on the execution of job duties and responsibilities, as well as performance on meeting pre-determined goals. The School Committee shall also conduct a mid-year written evaluation to assess progress on meeting pre-determined goals.

The evaluation process is meant to facilitate communication and understanding between the School Committee and the Superintendent, commend the Superintendent for accomplishments, provide constructive feedback, suggest ways for the Superintendent to improve, and facilitate and document decisions made regarding the Superintendent's employment.

First Read: 6/15/2017

Approved: 7/13/2017

Revised:



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CF: Principal Powers and Duties

Principals serve as the educational administrators and managers of their schools in the Barrington Public Schools and shall supervise the operation and management of their schools and school property, subject to the supervision and direction of the Superintendent and Barrington School Committee.

In accordance with the RI General Laws 16-2-11.1 (General Powers and Duties of School Principals), the principal shall have and perform any duties as are defined in this section and elsewhere in the law and other such duties as may be determined by the Superintendent and School Committee. In addition to serving as the educational administrator and manager of their school, it shall be the duty of the principal:

- 1) To work collaboratively with the School Improvement Team (SIT). The SIT will support the principal in the screening of candidates for all teachers, athletic coaches, instructional or administrative aides, and other personnel assigned to the school. The SIT will consult with the principal on the makeup of the interview committee. All members of the SIT will need to sign the District level letter of confidentiality.
- 2) To recommend the hiring of candidates for the above positions, in collaboration with the SIT, consistent with District personnel policies, collective bargaining agreements, and budgetary restrictions, and in cooperation and coordination with the Superintendent and subject to their approval. The hiring of employees may not interfere with the layoff or recall rights provided in collective bargaining agreements and the provisions of RI General Law § 16-13-6.
- 3) To recommend the termination of any teachers, athletic coaches, instructional or administrative aides, and other personnel assigned to the school to the Superintendent. Decisions will be consistent with district personnel policies, collective bargaining agreements, RI General Laws, and budgetary restrictions. Decisions will be made in collaboration with other relevant administrators and supervisors, subject to review and prior approval by the Superintendent, who then may make a recommendation for due process with the School Committee as the governing body.
- 4) To oversee the care, control, and management of school facilities and equipment, in cooperation with the district leadership and in accordance with School Committee policy.



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5) To prepare a school budget for consideration by the Superintendent, in consultation with the SIT.

6) To provide for the evaluation of personnel assigned to the school, including all teachers, consistent with the standards developed by the School Committee pursuant to § RI General Laws 16-2-9(a)(15).

7) To initiate a performance review plan for the school and for individual teachers, in cooperation with the district's leadership.

(a) It shall be the responsibility of the principal, in consultation with the professional staff of the building, to promote participatory decision making among all professional staff for the purpose of advancing educational policy and practices.

(b) Nothing in this section shall be deemed to limit or interfere with the rights of teachers and other school employees to collectively bargain pursuant to chapters 9.3 and 9.4 of Title 28 of RI General Laws, or to allow any school principal to abrogate any agreement reached by collective bargaining.

First Read: January 9, 2020

Approved: February 6, 2020



BARRINGTON PUBLIC SCHOOLS

CH: Policy Implementation

The Superintendent has the responsibility for carrying out, through administrative procedures, the policies established by the School Committee.

The policies developed by the School Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the School Department.

Consequently, it is expected that all employees and students will carry them out.

Administrators are responsible for informing staff members in their schools of existing policies and procedures and seeing that they are implemented in the spirit intended.

Legal Reference

Rhode Island General Laws §16-2-11

Approved 09/07/06



BARRINGTON PUBLIC SCHOOLS

CHB: School Committee Review of Procedures

The School Committee shall be provided with copies of all administrative procedures issued by the Administration.

The School Committee reserves the right to review procedures issued by the Administration at its

discretion, but it shall revise or veto such procedures only when, in the School Committee's judgment, they are inconsistent with policies and regulations adopted or approved by the School Committee.

Before issuance or approval, procedures shall be properly titled and coded as appropriate to the policy codification system selected by the School Committee.

Legal Reference

Rhode Island General Laws §§16-2-18 and 16-2-11

Approved 10/05/06



BARRINGTON PUBLIC SCHOOLS

CHCA: Handbooks

The Superintendent shall oversee the creation of building handbooks, consistent with School Department policy. The information in the handbooks may include, but shall not be limited to, relevant district-wide school policy, as well as building regulations and procedures. Handbooks prepared pursuant to this policy will be made available to the School Committee.

Legal Reference

Rhode Island General Laws §16-2-11

Approved 10/05/06



BARRINGTON PUBLIC SCHOOLS

CHD: Administration in the Absence of Policy

The Superintendent shall have the power and authority to address and, if necessary, resolve any situation not specifically covered by School Committee policy. The Superintendent shall inform the School Committee as soon as possible that action has been taken and the decision will be subject to review by the School Committee. If appropriate, the Superintendent may recommend and/or the School Committee may adopt appropriate policy to govern similar situations in the future.

Legal Reference

General Laws of Rhode Island §16-2-11

Approved 10/17/02

Revised 10/26/06



BARRINGTON PUBLIC SCHOOLS

DBA: Budget Statement

Preparation of the Budget

Preparation of a draft budget for the coming fiscal year for approval by the School Committee and timely presentation to the Finance Committee shall be the responsibility of the Superintendent. In its preparation, the Superintendent should weigh and inform the Committee of the previous year's budget, the actual expenditures for the previous year, and expenditures to date during the current fiscal year. The proposed budget document will be guided by the State's Basic Education Program (BEP) and the district's strategic plan. The document shall include all pertinent data that will aid the School Committee and community in making an informed decision.

Legal Reference

RI General Law 16-2-21

Rhode Island Basic Education Program Policy Adopted 3/26/1958

Policy Amended 5/16/2013



BARRINGTON PUBLIC SCHOOLS

DBB: Fund Balance/Spending Policy

Introduction

The purpose of this document is to recommend policies regarding appropriate levels of Fund Balances and Retained Earnings for the School Department Operating Fund.

This policy is intended to provide guidelines for budget decisions relative to the appropriate use of resources and the maintenance of adequate reserves sufficient to ensure that programs and services continue to students when unanticipated expenditures, emergencies and/or fluctuations in revenue sources occur.

A. School General Unrestricted Operating Fund – Unassigned Undesignated Fund Balance (as defined per GASB 54)

The School Department shall maintain an unreserved unassigned fund balance of no less than 1 percent of its general operating expenditures.

These funds will be limited to one time emergency expenses. The intent is to avoid deficient spending for specific emergencies outlined below:

1. Excess expenses for Heating and Electricity that exceed budget.
2. Excess expenses related to Special Education; such as, but not limited to out-of-district placements and special education services.
3. Excess expenses for Medical Insurance for employees who exercise their option for coverage as defined by the medical plan document and labor contracts.

These funds cannot be used for hiring additional personnel.

After completion of the annual audit, if the undesignated unassigned fund balance exceeds 1% of the prior year's operating budget, the excess funds shall be designated assigned for capital projects and will be transferred into the applicable School Improvement Capital Reserve Funds for use on non-recurring expenditures.

The Barrington Public Schools shall, when possible, expend funds beginning with those funds that have the highest level of restriction first, and will spend those funds with the lowest level of restriction last.

Approved 04/23/09 Amended 06/23/11



BARRINGTON PUBLIC SCHOOLS

DBJ: Transfer of Funds Within Budget

Expenditures from the Budget

The Superintendent may, subject to the usual requirements of approval of vouchers, spend at his discretion up to the total of any major object in the budget. The Superintendent or his/her designee will notify the School Committee as soon as possible when it appears that any major budgeted category will exceed the amount allocated within the current fiscal year. Major expenditures for any item of repair, improvement or new equipment not expressly included in the budget, not related to student health and safety, and not in excess of any required bid threshold shall receive the express prior approval of the School Committee.

Legal Reference

RI Gen Law § 16-2-9.4

Policy Adopted 3/26/1958

Policy Amended 5/16/2013



BARRINGTON PUBLIC SCHOOLS

DFC: Lessees' Indemnification Agreement

The undersigned, hereinafter referred to as the Lessee, in leasing or requesting the use of the

agrees to indemnify and save harmless the Town of Barrington, Barrington Public Schools and its officers, agents, employees, named as codefendant in any claim or suit, on account of any and all claims, damages, losses, workers' compensation payments, judgments, litigation expenses and legal counsel fees arising out of injuries to persons including death sustained by the officers, employees or agents of the Town of Barrington or by any officers, employees, agents of the Lessee or by any participant or spectator or anyone directly or indirectly employed or working for the Lessee, including volunteers, in connection with the lease or use of the above named meeting area. All property of any kind that may be left on the premises shall be at the sole risk of the Lessee, and that the School Department and Town shall not be liable to the Lessee or any other person for any injury, loss, or damage to any person on the premises.

The Lessee further undertakes to reimburse the Barrington Public Schools for any damage of its real or personal property occurring in connection with the lease or use of the above named meeting area by the Lessee unless the damage is caused by the Barrington Public Schools.

STATE OF RHODE ISLAND

COUNTY OF

Signed: _____

Lessee By _____

Address _____

Date _____, 20 _____

Subscribed and sworn to before me on this ____ day of _____ 20 ____.

Notary Public

My Commission Expires _____



BARRINGTON PUBLIC SCHOOLS

DJ: Resolution of the Barrington Public School Committee on Energy Star Equipment and Appliance Purchasing

WHEREAS, schools should employ design, construction and operations strategies that minimize long term operating costs, in particular by minimizing energy and water consumption;

WHEREAS, schools that incorporate sustainable design principles can contribute to local, regional and national efforts to minimize waste, energy use, and air pollution;

WHEREAS, the federal Energy Star program provides a way to easily identify energy efficient products; WHEREAS, a partial list of equipment covered by the Energy Star program includes computers, monitors, copy machines, water coolers, printers, scanners, refrigerators, and washing machines;

NOW, THEREFORE BE IT RESOLVED, in an effort to conserve energy in the Barrington Public School District, will make every effort when purchasing new equipment and appliances to be used within the district are to be Energy Star compliant, in all product categories covered by ENERGY STAR, as detailed at www.energystar.gov.

This shall be noted in all bid specifications. In addition, the purchase of low efficiency products including incandescent task lights, halogen torchieres and portable electrical resistance heaters, is henceforth prohibited. This includes purchases for all of the following:

- New Schools
- Major Renovation projects
- Phased Renovation projects in accordance with a High Performance Transition Plan
- New Buildings on an Existing Campus
- Additions to an Existing Building
- Prefabricated Classrooms

Approved 02/25/2016



BARRINGTON PUBLIC SCHOOLS

DLA: Administrators' Benefit Policy

Certification

Barrington Public Schools (BPS) Administrators shall maintain in good standing a valid and appropriate certificate qualifying them to administer their areas of responsibility in the State of Rhode Island as required by Rhode Island General Laws 16-11.

Compensation

The salary schedule shall be in the annual amount set forth in the individual Employment Agreements.

Paid Time Off

1. Holidays

The following holidays shall be paid holidays for Administrators:

New Year's Day

Indigenous People's Day

Martin Luther King Jr. Day

Veterans Day

President's Day

Thanksgiving Day

Good Friday

Day after Thanksgiving

Memorial Day

Christmas Eve

Juneteenth

Christmas Day

Independence Day

New Year's Eve

Victory Day

Presidential Elections

Labor Day

2. Vacation Leave



BARRINGTON PUBLIC SCHOOLS

Christmas Eve Christmas Day New Year's Eve Presidential Elections All twelve-month administrators are entitled to five (5) weeks of vacation time, to be awarded at the start of each fiscal year (July 1 st). No vacation time shall be carried over from one fiscal year to the next. If a building administrator seeks to use vacation time while school is in session, they must submit a request in writing to the Superintendent at least two (2) weeks prior to the leave and obtain approval.

3. Personal Leave

Administrators shall receive four (4) days of personal leave at the start of each fiscal year (July 1 st), which shall not be carried over to the next fiscal year. Unused Personal Days will be added to the employee's sick day balance each June 30th, subject to the limits defined below.

4. Sick Leave

Twelve-month administrators shall be granted twenty (20) days of sick leave annually at the start of each fiscal year (July 1st), cumulative to a maximum of one-hundred-and-fifty (150) days. If any administrator who has accrued more than 150 sick days uses such days so as to decrease their accrual below 150 sick days, they shall thereafter be subject to the 150 sick day maximum. At such time as the administrator has accumulated over the maximum of one hundred fifty (150) sick days, they shall be paid \$50 times the number of days in excess of 150 days. Payment shall be made effective as of the first School Department payroll period in July.

5. Sick Bank

See MAJOR ILLNESS BANK Barrington Public Schools Policy for Administrators & Non-certified Employees

5. Protected Leave

Administrators shall be entitled to job-protected leave in accordance with the policies implementing the Rhode Island Pregnancy Discrimination Act, the Family and Medical Leave Act, and the Rhode Island Parental and Family Medical Leave Act. and as required under the Americans with Disabilities Act and related state law.

6. Parental Leave

Administrators may take unpaid parental leave to care for a newborn or newly adopted child for a maximum period of one calendar year from the date of birth or adoption. Any such period of parental leave shall run concurrently with leave under Rhode Island or federal law (such as FMLA/RIPFMLA leave), during which period the administrator shall discharge their accrued sick leave. To the extent that parental leave extends after the expiration of FMLA/RIPFMLA leave, the administrator shall be afforded the opportunity to continue to receive coverage under the group medical and dental health plans, at their own expense, by paying the plan's "working rate" in advance of each calendar month. An administrator who elects to take parental leave must notify the Superintendent in writing at least thirty (30) days prior to the commencement of



BARRINGTON PUBLIC SCHOOLS

such leave and must notify the Superintendent of the expected date of return to work at least thirty (30) days in advance of that date.

7. Bereavement Leave

An administrator shall be entitled to a leave of absence of five (5) consecutive workdays without loss of pay in the event of the death of that administrator's child (including stepchild), grandchild, spouse or domestic partner, parent (including step-parent), sibling, or in-law (mother, sister, daughter, father, brother, son). In the event of the death of any other relative, the administrator shall be allowed a paid leave of absence of up to three (3) consecutive workdays, subject to the grant of additional time at the discretion of the Superintendent.

8. Jury Duty

Should an administrator be called for jury service or summoned for temporary court service in which the personal interest of the administrator is not involved, they shall be paid the difference between their regular salary and that received by the court for such services. Evidence of such summons shall be submitted in writing to the Superintendent and such evidence shall be submitted prior to the absence whenever practicable. Evidence of salary received must be submitted before the adjustment is made in salary. Jury or witness leave shall not be charged to sick leave.

9. Military Leave

Administrators engaged in military service receive all the protections of the Uniformed Services and Employment and Reemployment Rights Act of 1994 (USERRA), 38 U.S.C. SS 4301-4334. Any administrator entering the military service shall be afforded credit for salary adjustments for the time spent in military service.

10. Educational Leave
Upon recommendation of the Superintendent, BPS may grant an unpaid leave of absence to an administrator for the purpose of advancing the administrator's professional development and/or leadership knowledge, skills, or training. The leave shall be unpaid, although the administrator shall be afforded the opportunity to continue to receive health care coverage under the group medical and dental plans, at their own expense, by paying the plan's "working rate" in advance of each calendar month. The granting of such leave shall be discretionary with BPS, which discretion shall not be exercised in an arbitrary or discriminatory manner.

No requests for educational leave shall be granted by BPS unless as a condition thereof, the administrator shall agree to return to employment in BPS for a period twice as long as the duration of the educational leave allowed.

Indemnification

Administrators are protected in accordance with R.I. Gen. Laws S 9-1-31, as it may be amended from time to time. Any paid time awarded under this law shall not be deducted from any sick leave that the administrator has accrued.

Benefits



BARRINGTON PUBLIC SCHOOLS

1. Medical and Dental Insurance

The district will pay for 80% of the PPO Coinsurance Benefit Plan for Administrators. Coverage includes individual, family, or domestic partner for those eligible

The district shall provide a plan of healthcare insurance, as outlined in the Summary of Benefits and Coverage available on the BPS website, subject to plan changes. The benefits herein as described in the Summary of Benefits and Coverage shall remain in effect for the period of contractual agreement with the employee. The administrator acknowledges that the Plan Administrator (current plan administrator is Blue Cross) reserves the right to adjust the benefits in various circumstances including change resulting from any state or federal law or regulation.

The district will pay for 80% of the cost of dental insurance with Student Rider (to age 23). Coverage includes individual, family, or domestic partner for those eligible

2. Buyback

Administrators who elect not to receive medical and dental coverage through BPS shall receive an annual payment of One-Thousand-And-Five-Hundred-Dollars (\$1,500), for forbearance of medical coverage, and Two-Hundred-And-Fifty-Dollars (\$250), for forbearance of dental coverage. An administrator who makes such an election may re-enroll in either or both plans only on the plan's anniversary date, or upon a qualifying event date, provided however that an administrator who has made an election because of duplicate coverage may re-enroll, as permitted by the carrier, immediately upon the loss of such duplicate coverage.

3. Life Insurance

Administrators shall receive term life insurance coverage in the amount of One-Hundred-Thousand-Dollars (\$100,000) for the duration of the time they are employed as an Administrator by Barrington Public Schools.

Retirement

1. Employees' Retirement System of Rhode Island Eligible administrators shall receive retirement benefits as required under Rhode Island General Laws S 16-16. 2.

Severance

An administrator who retires by applying for and receiving pension benefits from the Employees' Retirement system of Rhode Island shall receive a one time, lump-sum retirement payment equal to \$150.00 for each year of service with BPS.

3. Health Insurance Upon direct retirement from service with BPS, administrators shall be entitled to the same health insurance coverage (but not including dental coverage) under the same terms and conditions (e.g., co-share contributions, deductibles, and co-payments) as are offered to other administrators under this policy, as it may be changed from time to time, subject to the following limitations:



BARRINGTON PUBLIC SCHOOLS

Individuals who have greater than five (5) years of continuous service at the time of retirement shall be entitled to receive individual coverage for five (5) consecutive years commencing with the date of retirement or until the employee is eligible to participate in federally subsidized healthcare programs including Medicare, whichever comes first.

Professional Development

1. Conferences

Administrators are encouraged to attend professional conferences subject to reasonable reimbursement for expenses associated with such attendance. The administrator seeking reimbursement must obtain approval from the Superintendent or designee prior to attendance. If the administrator is requested to attend a mandated conference for the benefit of BPS, the cost of attendance shall be paid by BPS.

2. Tuition Reimbursement

Administrators shall receive reimbursement for tuition expenses in the amount of eighty percent (80%) of such tuition costs after offset by any aid or support from outside sources, provided that the total reimbursement by BPS shall be subject to a maximum of \$1,000 per course and a fiscal year maximum of \$3,000 per individual and \$5,000 per individual for a Doctorate program, and further subject to the following conditions: (a) the administrator must have completed one (1) year of employment with BPS; and (b) the administrator shall not be reimbursed for any course in which they earn a grade of "C" or lower; and (c) the administrator must receive prior approval from the superintendent or designee prior to reimbursement.

3. Advanced Degrees

Administrators who have been awarded a Doctorate (Ph.D., Ed.D.) or a Juris Doctor Degree shall receive a \$4,000 payment. This sum shall be an annual payment, to be added to the base. 4. Memberships Administrators shall receive one national and state professional association membership to be paid by BPS.

First Read: 6/14/2018

Second Read/Approved: 7/12/2018

Amended:

First Read: 6/10/2021

Second Read/Approved: 6/17/2021

Amended: 9/14/23



BARRINGTON PUBLIC SCHOOLS

DN: Obsolete Equipment

The Superintendent shall be authorized to sell, lease, change in use, or other disposition such personal estate devoted to school use upon the recorded vote of the School Committee taken at a public meeting. Such vote shall specify at least generally the terms, conditions, the manner of sale, lease, disposal or change in use, and describe at least generally the particular property to be sold, leased, disposed or its use changed.

proceeds realized by a sale should be paid over to the Town Treasurer for the general use of the Town.

Legal Reference

Barrington Town Charter - Island §1-3-4

Adopted 5/19/58

Revised 10/16/08



BARRINGTON PUBLIC SCHOOLS

EB: Environmental Stewardship Policy

Purpose: To define and prioritize the role of Barrington Public Schools (BPS) in supporting environmental stewardship through systems, resource acquisition and use, curriculum development, community engagement and extracurricular activities.

Policy: In support of the Environmental Stewardship goals, BPS will

- educate and empower students to make environmentally healthy, socially just, and environmentally viable choices through extracurricular activities and through the curriculum, as outlined by the UN Sustainable Goals.
- create opportunities for students and staff to engage their community around implementing innovative and environmentally viable solutions that build a healthier, more sustainable school and community environment.
- work to reduce the school district's carbon footprint.
- provide composting and other food-waste reduction opportunities in all the cafeterias, as well as reduction of other waste products, as per RI General Law 16-111-2 "Waste audit/Report."
- provide opportunities for waste audits with the support of the Rhode Island Resource Recovery Corporation.
- develop a communication plan to include the school and broader community regarding the action plans and opportunities for community engagement.

The BPS administration will review new laws annually every summer for updates in BPS's responsibilities for environmental stewardship. BPS will support Environmental Clubs, Green Squads, Green Teams and related groups throughout the district, encouraging quarterly meetings at the start and end of the school year of all Teams together as the Environmental Stewardship Task Force (or, BPS Green Team) to align goals and identify additional opportunities. The action plan will be shared with the district on a semi-annual basis. The action plan will include opportunities for gathering environmental data for an environmental survey.

BPS will review the Environmental Stewardship evaluation of "What we are doing, What we need to do, and What we would like to do" list for opportunities, deficiencies, and potential resource needs on an annual basis every fall.

Additionally, as per the RI School as a Tool Protocol agreement, BPS will submit an environmental vision statement, action plan, roster and meeting schedule; the results from the school environment survey; plans for integration of environmental education into the curriculum, community engagement, and monitoring of progress; and will apply to the Green Ribbons School program as appropriate.



BARRINGTON PUBLIC SCHOOLS

EB: Utilization of Single-Use Products Policy

I. PURPOSE

In the interest of both equity and environmental stewardship, Barrington Public Schools (BPS) requires the reduction of the purchase of redundant or unnecessary products for use in the classroom and throughout the school, including the cafeteria.

II. DEFINITIONS

Classroom Supplies

The school shall supply all necessary items such as tissues, paper towels, soap, other cleaning supplies, and any other items required for maintaining a clean classroom during the school day. If a classroom feels they need more of any of those supplies, they will work with the building principal to access what they need. Efforts to reduce the use of single-use items that do not decompose easily, such as baby wipes, are required.

Student Supplies

School supplies in the PK-8 levels, with the exception of backpacks and lunch boxes, will be provided by the school. Teachers will develop plans and requests for school supplies during the budget process, with analysis of what was used in the past and what is needed going forward, akin to the zero-based budgeting model. Items that can be shared, such as markers, pencils, pens, dry-erase markers, and paper, shall be purchased through the school. Items that are specific to each class, such as specific notebooks or binders, will be evaluated through the zero-based budget process. School supply lists sent home to parents/families will be eliminated. School supplies in the 9-12 level will be based on student preference for organization. Families will be responsible for purchasing any items their students deem necessary. Items specific to certain classes, such as calculators, will be provided to the student for the course of the year if the resource is not available on their computers. Students that have verified financial needs may contact the school for additional assistance with school supplies.

Cafeteria and Other Food Service Supplies

Items used in the cafeteria will either be compostable (such as food containers, utensils, and plastic straws) or multi-use (such as trays) to the extent practicable. We will consider our environmental impact and global food insecurities in our decision-making.

Barrington Public Schools School Committee

First Read: December 9, 2021

Approved: January 20, 2022



BARRINGTON PUBLIC SCHOOLS

EBBA: Control of Exposure to Blood Borne Pathogens

It is the Policy of the Barrington Public Schools that to the extent practicable the District shall conform to the blood borne pathogens safety standards promulgated by the United States Department of Labor, Occupational Safety, and Health Administration regulations dealing with a "Safe Workplace."

The Superintendent shall implement appropriate procedures to protect School District employees from infectious disease. The District shall provide appropriate training and protective equipment to those persons who are at risk by virtue of their jobs and all at risk personnel shall be offered, at no charge, vaccine for Hepatitis B Virus.

Reference

29 CFR 1910.1030 Bloodborne Pathogens

RI Gen. Laws §23-1.11-1 et seq. Needlestick Safety And Injury Prevention Act

Adopted: 04/25/13



BARRINGTON PUBLIC SCHOOLS

EBC: School Safety Emergency and Crisis Response Plan

Introduction to the District Plan

Crisis situations occur in schools. Barrington Public Schools (BPS) has developed an immediate system-wide Crisis Management Response Plan to significantly reduce disruption and minimize the impact upon students, families, staff and the community in a crisis. This plan, when implemented by trained school and community personnel, will facilitate return to a normal school routine in the unlikely event of a crisis occurring on or near the schools. The purpose of this plan is to strike a balance between preparedness and maintaining an open and friendly environment.

In accordance with RI Gen. Laws §16-21-23, RI Gen. Laws §16-21-24 and RI Gen. Laws

§16-21-25, the Barrington Public Schools (BPS) shall develop, shall regularly review and, as necessary, revise a comprehensive safety plan to enable the District to effectively respond to crises and other emergencies.

The School Safety Plan and Crisis Plans shall be developed by the BPS Crisis Response Team. This team shall be formed based on the recommendation of the Superintendent. It shall be comprised of representatives of administrators, and members of the Barrington police, fire, and emergency management departments.

The School Safety and Crisis Response Plan shall include:

- The Code of Student Conduct
- Procedures for reacting to on-school acts of violence and threats of violence, including bomb threats, hostage-takings, and kidnappings
- Procedures for at least annual, training of school staff
- Procedures for conducting regular emergency drills
- Procedures for contacting non-school emergency personnel
- Procedures for the creation of a School Emergency Response Team and the notification of that Team
- Procedures for evacuating schools, shelter-in-place, lockdowns, and for notifying parents and guardians of students and emergency contacts of school personnel of said emergency evacuations or lockdowns
- Procedures for addressing the medical needs of students and staff
- Policies and procedures on school building security
- Recommendations for curricular and co-curricular changes that may reduce the risk of violence



BARRINGTON PUBLIC SCHOOLS

- Procedures outlining the duties of school personnel in the event of an emergency, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings
- Protocols for improving communication among students and between students and staff
- Procedures for anonymously reporting violent and potentially violent incidents
- Procedures creating a forum or designating a mentor for students concerned with bullying or violence
- Procedures for the identification and appointment of members of a school-community emergency response team, that shall be comprised of school personnel and members of the Barrington police, fire, and emergency management departments
- Procedures for the identification and appointment of members of a school crisis response team that shall be comprised of school personnel, medical, and mental health personnel
- Procedures for establishing internal and external communication in the event of an emergency
- Procedures for restricting access to any school area where a crime is alleged to have occurred

The Superintendent shall ensure that the school-community emergency response team and the Barrington police, fire, and emergency management departments are provided with current school floor plans, blueprints, schematics, or other maps of the school interior and school grounds, and road maps of the immediate surrounding area. All safety and crisis response protocols, procedures, maps, and reporting mechanisms will be available on the Crisis Go App, in addition to hard copies and digital copies.

References

RI Gen. Laws §16-21-21

RI Gen. Laws §16-21-23

RI Gen. Laws §16-21-24

RI Gen. Laws §16-21-25

Rules and Regulations for School Health

Programs Approve: 5/18/2000

First Read/Amended: 10/3/2019 Second Reading/Approved: 11/7/2019



BARRINGTON PUBLIC SCHOOLS

EBD: Tools for Schools

The United States Environmental Protection Agency has established a process to address issues related to Indoor Air Quality (IAQ) known as TOOLS FOR SCHOOLS. In the Barrington School District, indoor air quality is related to circumstances and conditions influenced by the overall school environment. T

This varies from school to school and is not limited to the following:

- a. General cleanliness
- b. Animals in the classroom
- c. Drain traps in the classroom
- d. Excess moisture in the classroom
- e. Thermal comfort
- f. Ventilation
- g. Local exhaust fans
- h. Science and Art supplies
- i. Supplies
- j. Locker rooms

In aligning with the EPA model, the Barrington School District requires that each building principal be responsible for the indoor air quality of their buildings. Accordingly, the school principal or his/her designee(s) shall serve as the IAQ Coordinator(s) for their respective sites and that each school in collaboration with the Maintenance Department establishes an Indoor Air Quality Management Plan to be effectuated immediately.

This plan will be used as the process for developing any work orders and/or action to be taken to remedy circumstances in each of the schools. Any actions requiring capital improvements and/or School Committee approval must be followed in accordance with the appropriate School Department policy. Any ordinary maintenance repair, in accordance with the School Department budget will follow the protocol of the IAQ Management Plan as coordinated by the school principal in collaboration with the Director of Facilities.

All school Indoor Air Quality Management Plans must be kept on file in the respective school and the office of the Superintendent. It is the Superintendent's responsibility to ensure that plans have been developed and are routinely effectuated. Barrington has designated the Director of Facilities as its Tools for Schools point of contact.

Approved: 01/04/12



BARRINGTON PUBLIC SCHOOLS

ECA: Building Access Security Monitoring

Emergency and non-emergency threats may be building-based, such as persistent thefts, graffiti, vandalism or unlawful or unauthorized entry of buildings.

To reduce and to prevent harm to persons entering or leaving school buildings or damage to buildings themselves, a video security camera/electronic monitoring system will be deployed at locations judged by the Superintendent to represent areas of risk.

Video monitoring systems will not replace human monitoring, but will supplement and extend building monitoring currently in place in the district. At the option of the Superintendent and with the agreement of the Chief of Police, video monitoring after hours and during periods when classes are not in session may be performed remotely at the Barrington Police Department.

The building principals will be responsible for assuring that the monitoring systems are functional on a seven-day twenty-four-hour schedule.

The buildings will display prominent signage indicating that video monitoring is being used, and parents will be notified in a fashion deemed appropriate by the Superintendent.

Any information obtained from video security camera/electronic monitoring systems shall be used to support the school's efforts to maintain an orderly, positive climate, and for law enforcement purposes under the same principles that apply to direct visual monitor reports from school staff, teachers, and administrators. Information obtained in video monitoring may be used as evidence in disciplinary proceedings, administrative proceedings, or criminal proceedings subject to prevailing laws.

Recordings of students will be treated confidentially. Consistent with any use of recordings in disciplinary proceedings, administrative proceedings, or criminal proceedings, parents or guardians of minor students or of minors who may not be students in the District may view relevant portions of video recordings that relate to the specific charge of misconduct. Where multiple minors are recorded in the same video monitor frames, the identity and all personally identifiable features of the minors in the video will be electronically masked or will be limited to isolated frames such that parents or guardians are able to view only their own children unless otherwise directed by legal requirements.

Electronic records of monitoring shall be archived on a cycle and for a period of time that is specified by the Superintendent in consultation with local law enforcement officers.

Approved 08/23/10



BARRINGTON PUBLIC SCHOOLS

ECAE: School Resource Officer Policy

The safety and security of Barrington Public Schools students and staff is a core responsibility of the Barrington School Committee and the School Administration. The Barrington Police Department is an essential partner to Barrington Public Schools.

Barrington School Resource Officer: A sworn law enforcement officer employed by the Barrington Police Department who is charged with safety and crime prevention and mentorship in schools. School Resource Officers shall work closely with school administration. The SRO should also help to build a positive relationship with the youth, parents, and staff.

The Barrington School Committee and Barrington Police Department shall enter into and maintain a memorandum of understanding which establishes the parameters and protocols related to School Resource Officers within Barrington Public Schools.

The Superintendent of Barrington Public Schools shall have final approval authority over all School Resource Officer appointments and shall conduct annual performance evaluations of School Resource Officers in conjunction with the Barrington Chief of Police. During the first year of appointment, each School Resource Officer shall be subject to an evaluation within ninety (90) days and may be removed from the position at that time, with or without cause. The Superintendent reserves the right to replace any School Resource Officer at any time.

Barrington Public Schools shall coordinate with The Town of Barrington to reach a mutually agreeable contractual arrangement regarding the engagement of two Barrington Police Officers as School Resource Officers. One School Resource Officer shall be a year-round position and one school resource officer shall be for the school year.

The entire cost of the year-round School Resource Officer shall be the responsibility of Barrington Public Schools with the school department reimbursing the Town of Barrington for all costs for the position.

The second school resource officer shall be funded in a manner agreed upon with the Barrington Town Manager.

A key responsibility of the year-round School Resource Officer shall be to assist the School Administration with the establishment and maintenance of Barrington Public Schools - school safety plans.

Beginning on July 1, 2026 Barrington Public Schools shall maintain a permanent School Resource Officer at Barrington Middle School, with responsibilities extending to all elementary schools. Weekly allocation of time shall be 50% to the Barrington Middle School and 50% divided evenly among the elementary schools.

Barrington Public Schools recognizes the unique training School Resources Officers must complete to successfully interact with Barrington Public Schools students and staff.

The following are mandatory trainings for Barrington School Resource Officers: National Association of School Resources Officers “NASRO”
National center for Policing Innovation (NCPI)

Office of Community Oriented Policing Services (COPS)

Training Required Prior to First Day interacting with students as Barrington School Resource Officer



BARRINGTON PUBLIC SCHOOLS

- NASRO Basic SRO Course (Or similar Course Approved by the Superintendent)
- NCPI/COPS – School Reunification (Or similar Course Approved by the Superintendent)
- NCPI/COPS – Campus Safety Through ICS (Or similar Course Approved by the Superintendent)
- NCPI/COPS – Introduction of Behavioral Intervention Teams (Or similar Course Approved by the Superintendent)
- NCPI/COPS – Better Encounters: Police and People with Intellectual and Developmental Disabilities (Or similar Course Approved by the Superintendent)
- GTA School Resource Officer: Intervention and De-escalation techniques for SRO's
<https://www.govtraining.com/course/school-resource-officer-intervention-de-escalation-techniques-for-sros/>
- Training regarding interaction with the LGBTQ plus community and any other groups as determined by the Superintendent that may be historically disproportionately impacted by police interaction.

Training Required Within the First Year of Barrington School Resource Officer with preference to be completed as soon as is feasible.

- NASRO Adolescent Mental Health Training (Or similar Course Approved by the Superintendent)
- NASRO Crime Prevention Through Environmental Design (Or similar Course Approved by the Superintendent)
- NASRO Advanced SRO Course (Or similar Course Approved by the Superintendent)
- 10 hours shadowing either a social worker or other mental health professional at the direction of the Superintendent

Continuing Education

Barrington Public Schools shall require School Resource Officers to attend additional training throughout their employment as a School Resource Officer. Continuing Education requirements shall be identified by the Superintendent and the Barrington Chief of Police as part of School Resource Officers annual review.

First Read 9/2/2024

Second Read 10/30/25

Third Read 2/5/2026

Approved: 6/11/2026



BARRINGTON PUBLIC SCHOOLS

ECBA: School Maintenance and Capital Expenditure Policy

Barrington Public School (BPS) facilities shall be maintained in a manner that reflects both a commitment to excellence and stewardship of the investment in BPS made by Barrington residents.

It shall be the responsibility of the Superintendent to ensure that BPS remains in compliance with this policy.

Definitions:

Routine Upkeep: The daily, weekly, monthly and annual routine upkeep performed by BPS custodial teams.

Regular Maintenance: The regular maintenance needed to ensure buildings, building systems and school grounds are maintained in good order in a manner that reflects a commitment to excellence. Scheduling and the frequency of regular maintenance will be correlated to individual items' maintenance needs.

Deferred Maintenance: Regular maintenance items that are currently required but have not been completed or scheduled.

Capital Expenditures: Capital Improvements which total more than \$10,000 on an individual and/or aggregate basis.

Regular Maintenance Schedule

It is the responsibility of the Superintendent to ensure that a regular maintenance schedule is developed and maintained for all BPS schools. The regular maintenance schedule shall be compiled in a form which is accessible to School Administration, Building Administrators and the School Committee. The Director of Facilities shall be responsible for the creation and maintenance of the regular maintenance schedule. The regular maintenance schedule shall include a forward duration of 20 years.

Deferred Maintenance Log

It is the responsibility of the Superintendent to ensure that a separate and distinct deferred maintenance log is created and maintained which includes all deferred maintenance items across the district. The deferred maintenance log shall be compiled in an electronic form which is accessible to BPS Administration, Building Administrators and the School Committee.

Commencing in 2025 and repeating every 5 years thereafter, Barrington Public Schools shall engage a consultant to perform an assessment of all deferred maintenance of Barrington school buildings and school grounds.

The deferred maintenance log shall be presented to the School Committee biannually in January and June. School Committee approval is required for identified deferred maintenance items to remain on the deferred maintenance log for more than two years.



BARRINGTON PUBLIC SCHOOLS

Capital Expenditure Schedule

It is the responsibility of the Superintendent to ensure that a separate and distinct capital expenditure schedule is created and maintained which includes all required and projected capital expenditures items across the district. The capital expenditure schedule shall be compiled in an electronic form which is accessible to BPS Administration, Building Administrators and the School Committee.

Commencing in FY2026 (SY2025-26) and repeating every 5 years thereafter, BPS shall engage a consultant to perform an assessment of all required and projected capital expenditures of school buildings and grounds.

The capital expenditure schedule shall be presented to the School Committee biannually in January and June. Approval of the capital expenditure schedule requires School Committee approval in January of each year.

First read: 7/18/2024

Second read: 8/1/2024

Approved 8/1/2024



BARRINGTON PUBLIC SCHOOLS

EDB: School Committee Officers

The School Committee Chairperson shall preside over all meetings of the School Committee. Either the School Committee Chairperson or the Clerk/Vice Chairperson may sign orders or official papers of the school committee.

The School Committee Clerk/Vice Chairperson shall, under the direction of the School Committee, keep written minutes of the proceedings of the School Committee and shall assume the duties of the Chairperson in the absence of the Chairperson.

The Chairperson and the Clerk/Vice Chairperson shall serve,, and may be removed, at the pleasure of the majority of the School Committee.

When the Clerk/Vice Chairperson is absent, or the Clerk/Vice Chairperson is acting as the Chairperson, a clerk pro tem shall be appointed by the Chairperson or Acting Chairperson.

Legal Reference

Rhode General Laws §16-2-6 Barrington Town Charter §9-2-

2 Revised 11/03/2005 Amended 12/01/2005



BARRINGTON PUBLIC SCHOOLS

EEA: Transportation Protocol for the 2024-2025 School Year

I. PROTOCOL FOR THE 2024-2025 SCHOOL YEAR

Students who are residents of Barrington in grades K-1 who live more than one-half of a mile from their school, students who are residents of Barrington in grades 2-5 who live more than three-quarters of a mile from their school, and all students who are residents of Barrington in grades 6-12 who live more than 1.30 miles from their school may be eligible for transportation. Eligible students will be assigned a specific bus to and from school to ride when taking school transportation.

16-21-1. Transportation of public and private school

pupils. Chapter16-21.1-IndexofSections

Barrington Public Schools School Committee



BARRINGTON PUBLIC SCHOOLS

EEAA: Transportation

I. Purpose

Barrington Public Schools recognizes that transportation may be a necessary resource to provide access to education.

II. Policy

The determination for providing transportation is based on safety, distance, individual student need, and funding, as outlined in the BPS Transportation Protocols.

III. Protocols

The protocols will include the following components:

- guidance and timeline on communicating eligibility and routes to families
- methodology for safety reviews
- appeals process

The School Committee shall provide transportation in accordance with the law to Barrington residents attending private and parochial schools.

Revised 8/6/2020

Approved 8/19/2020

Revised 1/7/2021

Revised 1/20/2022

Revised 8/7/2024

Interim Protocols for Transportation 2024-2025 School Year

Communication Process and Timelines

Eligibility will be communicated no later than July 15 of each summer through an automated email. The specific bus stops and routes will be communicated no later than 2 weeks prior to the start of the school year through Aspen, unless extenuating circumstances occur.

Distance

Students who are residents of Barrington in grades K-1 who live more than one-half mile from their school, students who are residents of Barrington in grades 2-5 who live more than three-quarters of a mile from their school and all students who are residents of Barrington in grades 6-12 who live more than 1.30 miles from their school may be eligible for transportation.



BARRINGTON PUBLIC SCHOOLS

Eligible students will be assigned a specific bus to and from school that they will be required to ride when taking school transportation.

Route Methodology

Distances will be determined according to the shortest and safest walkable route (from the property line of the home property to the driveway entrance of the school) according to the measurement tool utilized by the transportation company employed by the District. Bus routes will be established so that an authorized bus stop is available for eligible students at a walking distance from their home of no more than the distances contained in paragraph one. All routes will be reviewed by the Chief of Police in collaboration with the Superintendent and the selected bus company.

Exceptions to the distance and route methodology may be made to meet the safety or unique needs of individual students as evaluated by the Superintendent, school IEP or 504 team, or in the event of an emergency. A request form for transportation considerations will be available on the transportation page of the District Website and reviewed by the Superintendent or designee.

The district is in the process of evaluating addresses with persistent safety concerns. As these areas are evaluated, annual decisions will include the transportation allowances for these predetermined safety zones.

Appeals Process

Initial requests for reviews are submitted to the Transportation Coordinator who will follow District Policy and Protocols. Initial appeals of the decisions from the Transportation Coordinator are submitted to the Director of Finance, who will consider safety or special considerations.

Appeals of the decisions of the Director of Finance will be reviewed by the Superintendent of Schools. The Superintendent of Schools will issue a written decision within 10 Business Days; if there is a safety concern that requires a Safety Team evaluation, a written decision will be issued within 20 Business Days. All decisions of the Superintendent are final. As is the practice in Rhode Island, appeals of final decisions may also be brought to the Rhode Island Department of Education.



BARRINGTON PUBLIC SCHOOLS

EEAB: Field Trips

The Barrington School Committee supports and encourages field trip activities which are a.) aligned to specific educational objectives, b.) carefully planned, and c.) impose limited or no cost upon the District or students.

A "Field Trip" is a school-sponsored instructional activity and/or learning experience provided outside of the regular classroom environment, off school premises, and generally during at least some portion of the instructional day for the purpose of clarifying, reinforcing, and/or enriching a particular skill and/or concept embedded within the district's educational offerings, and designed to improve education results, consistent with the purpose of the Rhode Island Department of Elementary and Secondary Education's Basic Education Program ("BEP"). See *RICR 200-10-1.1.1*.

Students, staff, and volunteer chaperones shall adhere to all district policies and procedures throughout the course of a Field Trip, including, but not limited to the Student Handbooks.

The district shall comply with any and all applicable laws, rules, regulations or district policies related to fees for school programs. In addition, the district shall maintain its obligations to comply with any and all applicable federal and state laws and regulations throughout the duration of a Field Trip, including the Individuals with Disabilities Education Act, the Regulations Governing the Education of Children with Disabilities, and Section 504 of the Rehabilitation Act.

Accommodations

Written assurances are required that all accommodations needed for students with disabilities to participate in Field Trips are pre-arranged prior to the approval of the Field Trip. Failure to comply with this provision shall result in the cancellation of the Field Trip.

District Approval

Field trips with the following characteristics must be approved in writing by the building principal and Assistant Superintendent:

- The round trip travel is less than 120 miles, and/or
- An overnight stay is not required, and/or
- Fundraising activity is not required.

Field trips with the following characteristics must be approved in writing by the Assistant Superintendent & Superintendent of Schools or their designee:

- The round trip travel is more than 120 miles and/or
- The trip requires one or more overnight stays and/or
- A fundraising activity is required for the field trip and/or.



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- Require a district subsidy.

Trips that require significant fundraising should be presented for approval well in advance of the 90 days. The availability of funds for the trip does not ensure that the trip will be approved or conducted.

The district shall provide adequate transportation for Field Trips through the district budget, fundraising, or in partnership with the community, such as the PTO or other organizations. The district shall comply with applicable laws, regulations, and district policies related to the transportation of students when providing Field Trip transportation. Under extraordinary circumstances, a parent or guardian may provide Field Trip transportation for their child, at the discretion of an appropriate administrator, and subject to the parent or guardian executing a district-promulgated release and/or waiver.

Field Trip Proposal forms shall be submitted to the appropriate school administrator in advance of the proposed trip, with time sufficient for district evaluation and approval, and for collecting executed permission slips from parents/guardians. The appropriate administrator shall evaluate each Field Trip Proposal, and approve those that meet the criteria above.

In the event that the fee from a single Field Trip provider will be greater than \$5000, the district must adhere to the bidding procedures and/or competitive negotiation procedures outlined in [RI Gen. Laws § 45-55-1 et seq.](#)

The School Committee shall be notified of all field trips that involve a round trip distance of more than 400 miles and/or require more than one night of overnight stay and/or require a district subsidy. Notification shall occur at the next regular School Committee meeting after administrative approval of the field trip as part of the Superintendent's Report.

Parent/Guardian Approval

No student shall participate in any Field Trip unless, prior to the commencement of the trip, a parent/guardian of the student, executes and submits to the appropriate school administrator, a district-promulgated Field Trip permission form, which shall include a waiver of liability, assumption of risk, release/hold harmless, and indemnification provision.

Chaperones

Field Trips shall, at a minimum, adhere to the staff/volunteer chaperone-to-student ratios required by the district's insurance carriers.

The School Committee and school administrators reserve the right to require additional staff/volunteer chaperones to supervise Field Trips, depending on the circumstance.

Parent, teacher, and community chaperones may not bring additional children on the field trip and must be dedicated solely to the supervision of students for the duration of the trip, including overnight trips. Only volunteer chaperones who have obtained the requisite background checks and signed a district-promulgated waiver of liability, assumption of risk, release/hold harmless and indemnification form may be used to assist school staff on field trips. All chaperones must be reviewed and approved by the appropriate administrator. All volunteers must meet and adhere to the certification requirements contained in [the BPS Background Check Policy](#)

The district's annual budget shall contain an allocation of Field Trip funds for each school. Students and schools may also participate in fundraising and accept voluntary contributions for the purpose of supporting a school's Field Trip allocation, as outlined in [the BPS Gifts, Donations, and Memorials Policy](#).



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No student shall be ineligible to participate in a Field Trip on the basis of their family's ability or willingness to pay, or on their level of participation in fund-raising activities. Field Trip participation may be limited by eligibility requirements based on performance (e.g., academic or athletic competitions), or by capacity requirements, in which case participation may be determined on a first-come, first-served basis.

Special Events and Club Activities

Social Events, such as prom, and club activities not defined as an instructional activity and/or learning experience provided outside of the regular classroom environment, off school premises, and generally during at least some portion of the instructional day for the purpose of clarifying, reinforcing, and/or enriching a particular skill and/or concept embedded within the district's educational offerings, and designed to improve education results, consistent with the purpose of the Rhode Island Department of Elementary and Secondary Education's Basic Education Program ("BEP") are excluded from the prohibition of fees described in this policy. See *RICR 200-10-1.1.1. and (Opinion Letter of the Commissioner to Supt. Sheehan, December 22, 2008)*.

References:

[Individuals with Disabilities Education Act](#), 20 U.S.C. § 1400 (2004) [Section 504 of the Rehabilitation Act of 1973](#), 29 U.S.C. § 701, *et seq.*
[RIGL § 16-38-6](#). Restrictions on commercial activity and fundraising in public schools [RI Gen. Laws § 45-55-1](#) *et seq.* Award of municipal contracts
200-RICR-20-10-1, *et seq.* [Rhode Island Department of Elementary and Secondary Education's Basic Education Program](#)

Opinion Letter of the Commissioner to Matthew Oliverio (April 10, 2019)

Opinion Letter of the Commissioner to Supt. DiLuglio, (June 26, 1981) Opinion Letter of the Commissioner to Thomas Mezzanote (August 5, 2009)

Giannini v. Council on Elementary and Secondary Education (C.A. No: 2014-5240) Opinion Letter of the Commissioner to Supt. Sheehan (December 22, 2008)

Opinion Letter of the Commissioner to Stephen Adams & Alexander Chiulli (November 13, 2015)

Policy Adopted 4/7/2014

First Read Amended 8/29/2019 Second Read/Approval

9/10/2019

Initial Approval 04/17/14 Revised First Read 7/27/2017 Second

Read and Approval 8/07/2017

Revision reviewed/Approved 6/6/2024



BARRINGTON PUBLIC SCHOOLS

INSTRUCTION

PROCEDURES FOR ADMINISTERING MEDICATIONS ON OVERNIGHT FIELD TRIPS

1. An Overnight Field trip form (K-8 or 9-12) must be completed by parent or guardian at least 2 weeks before the scheduled overnight field trip. If needed, the following forms should also be completed – Parent Consent for Medication Form, Physician Order for Medication Form and appropriate care plans. These forms will be reviewed by the school nurse.
2. The student medication policy and procedure should be followed unless an exception is noted in this procedure.
 - The staff will give medication prescribed by a licensed prescriber with a Physician Order for Medication Form for overnight field trips as long as the Parent Consent for Medication Form is completed and the medication comes in the original container with the pharmacy label clearly stating administering instructions.
 - Students may carry and self-administer Epinephrine Pen and Inhalers. The Parent Consent for Medication and Physician Order for Medication Form must be completed.
 - Students need to be instructed that they cannot share medications.
 - Medications which students may not carry and self-administer are, but not limited to narcotics, anti-depressants, ADHD medications, and any over the counter medication.
 - Over the counter medication may be administered to the student by a chaperone with written parental consent.
3. All medication(s) that is to be administered by a designated staff member must be kept in a secure location.
4. All medication(s) that is administered by a designated staff member must be reported to the school nurse upon return from the field trip. If an emergency medication is given or taken by the student, a student accident/incident report must be completed and submitted to the school nurse upon completion of the field trip.



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5. A student accident/incident report should be completed for any scheduled medication which was not given. This report must be turned into the school nurse upon completion of the field trip.
6. All forms and left over medications must be returned to the school nurse after the field trip.

Barrington Public Schools Field Trip Approval Form

Teacher(s):

Application Date:

Grade Level/Class

Destination and Contact Information for the Destination:

Departure Date:

Departure Time:

Return Date:

Return Time:

Number of Students:

Type of Transportation:

Identity of Transportation

Provider(s) and Contact

Information:

List of accommodations required for students attending the trip:

List of Chaperones:

How does this activity relate to your class? Explain pre-and post-activities planned to make use of the information gained from the trip. (Attach additional sheet if necessary)

Circle the appropriate response to each question below. The rightmost column which contains a circled response corresponds to the highest level of approval required. Field trips which require School Committee approval must be approved at least 90 days in advance.

Approval

Requires Principal & Director of Curriculum Approval

Requires Director of Curriculum & Superintendent Approval



BARRINGTON PUBLIC SCHOOLS

Requires Superintendent & School Committee Approval

How far will you travel?

The round trip travel is less than 120 miles.

The round trip travel is more than 120 miles but less than 400 miles.

The round trip is more than 400 miles

How long will you be there?

An overnight stay is not required.

The trip requires one overnight
stay.

Requires more than one overnight stay.

Will you need a fund raiser?

A fund raising activity is not required.

A fund raising activity is required for the field trip.

Requires a district subsidy?

Health and Safety Issues

List students with special health concerns and list special arrangements that are necessary.

Name

Concern

Provision

List provisions for students on medication.

Name

Medication

Physician Contact Information

Person to Administer

Medication



BARRINGTON PUBLIC SCHOOLS

REMINDERS: Obtain a medical report from the school nurse for all those attending. All consent forms should be in the supervising teacher's possession throughout the trip.

Non-School-Sponsored Trips

A non-school-sponsored field trip or tour is defined as a group tour sponsored by an individual teacher or teachers, a travel agency, or any other individual or association, but not sponsored by a Barrington Public School or the Barrington School Committee.

Non-sanctioned field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Barrington School Committee and are not considered a part of the curriculum. Such travel may involve youth who are students, but it is not related to or approved in any way by the school system.

Organizers of trips by groups of students planning to travel under the auspices of an individual or non-school agency must advise parents/guardians and emancipated students in writing that the travel is neither authorized nor sponsored by the school.

Promotional literature for non-school-sponsored field trips shall contain a statement clearly indicating that the tour is not sponsored by the school or by the Barrington School Committee.

Principals should not permit recruiting of student travelers, or planning activities during regular school hours.

The school does not excuse absences for non-school-sponsored field trips. Teachers are not responsible for creating schoolwork ahead of time. Students must make up missed academic work.

Total responsibility for privately planned field trips or tours rests with the individual(s) and agency sponsoring them. The school system bears no responsibility for travel arrangements. The district assumes no legal or financial responsibilities for non-sanctioned field trips.

Under no circumstances may school activity accounts (internal accounts) be used as a depository/disbursement source for funds for non-school sponsored trips.

Policy Approved 06/02/16



BARRINGTON PUBLIC SCHOOLS

EEAC: School Bus No Idling

Applicability:

This policy applies to the operation of every school bus operating in the district and owned by the signatory school bus company.

Rationale:

According to the Environmental Protection Agency (EPA), exposure to diesel exhaust even at low levels, is a serious health hazard and can cause respiratory problems such as asthma and bronchitis. Diesel emissions are well-documented asthma triggers and may increase the severity of asthma attacks.

Asthma is currently the number one cause of missed school days for American children, and asthma affects more than 1 in 9 children in New England. In addition to the Rhode Island Department of Environmental Management, the Departments of Health, the Department of Elementary and Secondary Education, the American Lung Association of Rhode Island, First Student, Inc., Laidlaw Education Services of Southern New England and the Rhode Island Parent Teacher Association endorse this no idling policy.

In collaboration with our district's school bus transportation provider, our school district agrees to undertake the following steps immediately:

- School bus drivers will shut off bus engines immediately upon reaching destination, and buses will not idle while waiting for passengers. This rule applies to all bus use, including daily route travel, field trips, and transportation to and from athletic events. School buses will not be restarted until they are ready to depart and there is a clear path to exit the pick-up area.
- School bus companies and drivers will limit idling time during early morning warm-up to manufacturers' recommendations-generally 3-5 minutes in all but the coldest weather. Below are guidelines for idling in cold weather.

If the outside temperature is:

Above 20 ° F: 5 minute maximum

Between -10 and 20 ° F 15 minute

maximum Below -10 ° F: as necessary

- Our district's schools will provide an indoor waiting space for drivers who arrive early and need to keep warm. This reduces the need for bus idling.
- Transportation operations staff will evaluate and shorten bus routes whenever possible, particularly for older buses with the least effective emissions control.



BARRINGTON PUBLIC SCHOOLS

Our district will review bus purchasing schedules and routing to further improve emission performance in conjunction with the district's transportation provider.

- School district bus drivers will complete a “no idling” training session. All bus drivers will receive a copy of this No Idling policy or equivalent educational materials at the beginning of every school year.
- The construction of new schools will incorporate measures to minimize children's exposure to diesel emissions. All schools will design bus parking zones to limit diesel exhaust inside the bus and in the school, including avoiding proximate school air intake vents, and parking buses on the diagonal to prevent front-to-back passing of emissions and to reduce diesel fumes in each bus. The direction of prevailing winds should be considered.
- If a bus requires an engine to be running in order to operate its flashing lights during longer duration loading and unloading, maintenance staff should install a heavy duty battery system, an extra battery and/or change the circuit configurations to power lights by battery without running the engine.
- To reduce engine warm-up time, avoid starting difficulties, and help defrost windows, the school bus company will consider using block heaters that plug into electrical outlets or inline auxiliary fuel fired heaters.
- Bus companies agree to maintain buses according to manufacturers' specifications.
- Exceptions to this policy are granted only when running the engine is necessary to operate required safety equipment or to maintain a safe environment for students with special health needs.
- In the event that Rhode Island's General Assembly enacts a statute mandating school bus no- idling provisions that differ from the provisions agreed to herein, the statutory and implementing regulatory requirements shall govern, from their effective date forward.

Approved: 01/04/12



BARRINGTON PUBLIC SCHOOLS

EEAEF: Video Cameras on School Buses

The School Committee recognizes the School Department's continuing responsibility to maintain and improve discipline, and ensure the health, welfare and safety of its staff and students on school transportation vehicles.

The School Committee, after having carefully weighed and balanced the rights of privacy of students and drivers/monitors with the School Department's duty to ensure discipline, health, welfare and safety of staff and students on school transportation vehicles authorizes the use of video cameras on its transportation vehicles.

Video cameras may be used to monitor student behavior on school transportation vehicles. Such equipment may also be used to monitor the performance of transportation related employees in the fulfillment of their duties on school transportation vehicles.

Students in violation of School Department conduct rules shall be subject to disciplinary action in accordance with established School Committee policy and administrative regulations governing student conduct and discipline. Transportation related employees shall be subject to established School Committee personnel policies, administrative regulations and labor agreements including provisions related to evaluation, discipline and dismissal.

The School Department shall comply with all laws related to video recordings when, as determined by the School Department and in accordance with law, such recordings are considered for retention as a part of the student's behavioral record. Such records will also be subject to established School Department student records procedures including access, review and release of such records.

The Superintendent shall develop procedures for the notification of staff, students, parents and others as necessary of the use of video cameras on school transportation vehicles and such other procedures as may be required for the implementation of this policy.

Approved 04/03/03



BARRINGTON PUBLIC SCHOOLS

EFC: Free and Reduced-Price Meals and/or Free Milk Policy

The Barrington Public Schools has agreed to participate in the National School Lunch Program/School Breakfast Program or Special Milk Program and accepts responsibility for providing:

(1) free and reduced-price meals, or

(2) free milk to eligible children in the schools under its jurisdiction. The School Food Authority (SFA) assures the Rhode Island Department of Education (RIDE) that the school system will uniformly implement the following policies to administer the program(s) in the schools under its jurisdiction. In fulfilling these responsibilities, the SFA agrees to the following provisions:

A. Free Meals/Free Milk: Serve meals free (or milk under the free milk option of the Special Milk Program) to children from households that submit a complete application and (1) the income of the household is at or below the free limit of the Income Eligibility Guidelines or the household provided a current Food Stamp or FIP case number or (2) the school obtained documentation directly from the State or local Food Stamp/FIP office that the children are from households currently receiving food stamps or FIP.

B. Reduced Price Meals: Serve meals at a reduced price to children from households whose income is at or below the reduced price limit of the Income Eligibility Guidelines.

C. Limit Reduced Price Costs: Set reduced price charges for lunch and breakfast at or below the maximum reduced price allowed by regulations and below the full price of the lunch or breakfast.

D. Equal Treatment: Ensure no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price of the meal or milk. The names of the children eligible to receive free or reduced-price meals or free milk shall not be published, posted or announced in any manner, and there shall be no overt identification of any such children by use of special tokens, tickets or by any other means that would identify the student(s).

E. Nondiscrimination: In accordance with Federal law and U.S. Department of Agriculture policy, operate the school nutrition programs so that no child shall be discriminated against because of race, color, national origin, sex, age, or disability.

F. Verification: Verify eligibility of applicant households in accordance with program regulations and annually maintain records as follows: (1) a summary of the verification efforts which include the selection methods used; (2) the total number of applications on file as of October 1; and (3) the percentage or number of applications verified. Compliance with these requirements will be monitored by the State agency as part of its supervisory assistance monitoring and verification efforts.



BARRINGTON PUBLIC SCHOOLS

G. Appeal Process: During the appeal and hearing, the child who was determined to be eligible based on the information provided on the application will continue to receive free or reduced-price meals or free milk. Households appealing a reduction or termination of benefits as a result of verification of eligibility will continue to receive benefits if they appeal within the 10-day advance notice period. Prior to initiating the hearing procedure, the school official or the parents or guardians may request a conference to provide an opportunity to discuss the situation, present information, obtain an explanation of data submitted on the application and the decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

The SFA shall promptly notify households of the approval or denial of their application(s). Children will be served meals or milk immediately upon the establishment of their eligibility.

When an application is denied, households will be provided written notification which shall include:

- (1) the reason for the denial of benefits, e.g., income in excess of allowable limits or incomplete application;
- (2) notification of the right to appeal;
- (3) instructions on how to appeal; and
- (4) a statement reminding households that they may reapply for free and reduced price benefits or free milk at any time during the school year. The reasons for ineligibility shall be properly documented and retained on file at the school or SFA level for a period of three years after end of the fiscal year to which they pertain.

The designated hearing official:

Director of Administration and Finance Barrington Public Schools
283 County Road
Barrington, RI 02806
(401) 245-5000

who shall ensure that the hearing procedure follows the appeals process noted in this policy and Eligibility Manual for School Meals Guidelines and provides written documentation to both the household making the request and the SFA.

- H. Eligibility Officials:
Building Principals Barrington Public Schools 283 County Road
Barrington, RI 02806
(401) 245-5000



BARRINGTON PUBLIC SCHOOLS

who will review applications and make eligibility determinations. Such official(s) will use the criteria outlined in this policy to determine which individual children are eligible for free and reduced price meals or free milk.

- I. Application Forms and Process: A notice about program benefits and an application form for free and reduced price meals or, where appropriate, free milk shall be distributed at or about the beginning of each school year and whenever there is a change in eligibility criteria. The notice to households with the meal application attachment shall have only the income eligibility guidelines for reduced price meals with an explanation that households with incomes at or below the reduced price guidelines may be eligible for either free or reduced price meals. The notice to households with the free milk application forms shall list the income eligibility guidelines for free milk.

Interested households are responsible for filling out the application and returning it to the school for review. The SFA shall maintain documentation of eligibility determinations for a period of three years following the end of the Federal fiscal year (September 30) to which they pertain, or longer when there are unresolved audits or reviews pending.

Applications may be submitted at any time during the year. Households enrolling a child in a school for the first time shall be supplied with appropriate meal or milk application materials regardless of the time of year the child is registered. If a child transfers from one school to another under the jurisdiction of the same SFA, his/her eligibility for free or reduced price meals, or if offered, free milk, will be transferred to and honored by the receiving school. The applications will be maintained at the originating school with a copy provided to the receiving school.

Foster children are categorically eligible for these benefits. If a household has foster children living with them and wishes to apply for such meals or milk for these children, the household shall be provided instructions for completing the application.

- J. Collection and Accountability: Establish a procedure to collect money from children who pay for their meals and milk and to account for the number of free, reduced price and full price meals served or the number of half-pints of free and full price milk served to eligible children on a daily basis.
- K. Revision to Policies: Submit to RIDE any revision to the administrative procedures outlined above before implementation. Such changes will be effective only upon approval. All changes in eligibility criteria must be publicly announced in the same manner used at the beginning of the school year.

The following attachments are considered part of this Policy Statement and must be approved by RIDE for your school district/school to participate in the National School Lunch and Split Session Special Milk Program:

- Public Release
- Income Eligibility Guidelines for Free and Reduced Price Meals or Free Milk



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- Notice to Households and Application Form for Free and Reduced Price Meals or Free Milk
- Notice to Households of Approval/Denial of Benefits
- Authorized Collection Procedures.

Non-discrimination Statement:

In accordance with Federal law and U.S. Department of Agriculture policy (USDA), this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington DC 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

In addition, Rhode Island does not discriminate on the basis of sexual orientation or religion. To file a complaint of discrimination in the food program on the basis of sexual orientation or religion, contact: Rhode Island Department of Education, Office of Equity and Access, 255 Westminster Street, Providence, RI 02903 or call (401) 222-4600.

Policy Adopted: 10/29/13 Revised: 07/24/14



BARRINGTON PUBLIC SCHOOLS

EFD: Unpaid Meal Charge Policy

PURPOSE

The purpose of this policy is to establish consistent meal account procedures throughout the District. Unpaid charges place a financial strain on the food service department. The goals of this policy are:

- To treat all students with dignity in the serving line regarding meal accounts;
- To support positive interactions with the District staff, District business policies, students and parents/guardians to the maximum extent possible;
- To establish protocols that are age appropriate;
- To encourage parents/guardians to assume the responsibility of meal payments and to promote self-responsibility of the student; and
- To establish consistent District protocols and procedures regarding meal charges and collection of charges.

SCOPE OF RESPONSIBILITY:

The Food Service Management Company (FSMC): Responsible for maintaining charge records and notifying the building principal and District of outstanding balances. Responsible for sending parents an automatic notification through the Point of Sale system via email.

The Principals: Responsible for notifying the student's parent/guardian with written documentation.

The Parent/Guardian: Responsible for providing immediate payment.

ADMINISTRATION:

Students will be allowed to charge a maximum of \$10.00 for qualified "Type A"¹ reimbursable meals.

- No charges will be allowed for A La Carte foods and beverages.
- Parents/guardians with negative balances will be contacted by the principal or District. This will be done either as a written letter, electronic e-mail, or phone call to the household.
- If charges exceed \$10.00, and parents/guardians do not respond to communication sent by the school and FSMC, an alternative meal will be provided. The meal provided will be based on available options from the FSMC, the age of the student, and in adherence to student food restrictions/allergies



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For departmental record-keeping, the District should be notified monthly of all negative balances.

- A. Parents/Guardians will be sent a written request for "Payment in Full."
- B. All charges not paid before the end of the school year will be carried forward into the next school year.
- C. Graduating seniors must pay all charges in full. Failure to do so may result in not being allowed to participate in end-of-year activities.
- D. If necessary, the District may retain the service of a collection agency.

Families with financial hardship will be encouraged to apply for free/reduced meals at anytime during the school year.

Policy First Read: 6/1/2017

Second Read: 6/15/2017

Approved: 6/15/2017

Revised:

"Type A" meals are also referred to as reimbursable meals. Reimbursable meals provide funds from the State and Federal Government for providing complete meals that meet the guidelines established by the USDA. These funds help defer the costs associated with providing a meal.



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FF: Naming of School Facilities Policy

Purpose The purpose of this policy is to establish guidelines for the process of naming school facilities in the Barrington Public Schools.

- 1) No school building shall be named after any person, either living or deceased.
- 2) While areas within a school facility or school grounds may be considered for naming after individuals, historical events, geographical points, or other instances suitable for public properties, the use of plaques, memorial gardens, benches and the like are favored for this purpose. Barrington School Committee approval is required prior to the naming of any school facility or the placement of plaques or construction of monuments or edifices on school property.
- 3) Specific guidelines for the process of submission of nominations for naming of school facilities are as follows:
 - a) No financial expense may be incurred by the Barrington Public Schools. Evidence of financial support for the initiative must be presented in the nomination letter.
 - b) Nominations may be submitted by school-based or community-based groups.
 - c) Individuals so nominated must have rendered exemplary and extraordinary service to the Barrington Public Schools or the community. Evidence of this extraordinary service, donations, or other volunteer activities shall be presented to the Superintendent as part of the nomination.
 - d) Based on the information provided, the Superintendent will consider the request and, if appropriate, may forward the nomination to the School Committee for consideration. In some instances, a District Advisory Committee may be appointed if additional consideration is warranted.
 - e) If a District Advisory Committee has been appointed, it shall report its findings to the School Committee within sixty days of receipt of the nomination with a recommendation for action.
 - f) The final decision will be voted on by the Barrington School Committee. School Committee approval is required prior to the naming of any school property or the placement of plaques or construction of monuments or edifices on school property.

Policy First Reading: 7/27/2017

Policy Second Reading and Approval: 8/7/2017



BARRINGTON PUBLIC SCHOOLS

GBAA: Employee Non-Discrimination & Anti-Harassment Policy

Discrimination Prohibited

It is the policy of the Barrington Public Schools ("BPS" or the "District") to maintain a work environment in which all employees are treated with respect and dignity. Each employee has the right to work in an atmosphere free from discrimination including harassment based on race, color, sex, disability, age, religion, national origin, gender identity or expression, genetic information, sexual orientation, pregnancy, childbirth or related medical conditions, citizenship status, marital status, military status, and any other category protected by law. Discrimination and harassment, whether verbal, non-verbal, or physical, are unacceptable and will not be tolerated.

This policy prohibits discrimination against and harassment of any person employed by BPS. With the exception of sexual harassment, which is covered by the District's Title IX Policy, this policy applies to all allegations of discrimination or harassment occurring in the workplace and in other settings employees may find themselves in connection with their employment, such as athletic events and on school-sponsored trips.

Discrimination and Harassment Defined

For purposes of this policy, harassment is defined as any unwelcome verbal, non-verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their membership in or association with an individual in a protected class. For example, racial harassment includes harassment based on an immutable characteristic associated with race (skin color or facial features). For the definition of sexual harassment, please refer to the BPS Title IX Policy.

It is a violation of this policy for an individual to engage in harassing conduct that:

- (1) has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or
- (3) otherwise adversely affects an individual's job opportunities.

While it is not possible to list all of the circumstances that may constitute harassment under this policy, examples of behavior that may violate this policy include but are not limited to the following (if based on an individual's race, color, sex, disability, age, religion, national origin, gender identity or expression, genetic information, sexual orientation, pregnancy, childbirth or related medical conditions, citizenship status, marital status, military status, or other category protected by law):

- epithets, slurs, quips, and negative stereotyping;



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- threatening, intimidating or hostile acts;
 - written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group, and that is placed on walls, bulletin boards, or elsewhere on the school premises, or circulated or displayed in the educational setting or workplace; and
 - "jokes," "pranks" or other forms of "humor" that are demeaning or hostile.
- Unlawful discrimination refers to the unfair or unequal treatment of an individual, or group, based on the individual's or group's race, color, sex, disability, age, religion, national origin, gender identity or expression, genetic information, sexual orientation, pregnancy, childbirth or related medical conditions, citizenship status, marital status, military status, or other category protected by law. Any type of discrimination or harassment is contrary to this policy and will not be tolerated.

Reporting Discrimination and Harassment

For the District's policy on reporting and investigating incidents of sexual harassment, see the BPS Title IX Policy. For all other forms of discrimination and harassment, the following policy applies:

Note: the availability of this complaint procedure is in addition to and does not foreclose persons who believe that they are being subjected to discriminatory or harassing conduct from promptly advising the offender that their behavior is unwelcome and requesting that it be discontinued, if the employee feels comfortable doing so.

Employees with supervisory authority who knowingly allow or tolerate discrimination, harassment, or retaliation, including the failure to immediately report such misconduct, are in violation of this policy and will be subject to discipline.

I. Where to report.

II. When to report.

All complaints should be reported as soon as possible. While there is no time limit for making a complaint, the sooner BPS knows about the complaint, the sooner it can take steps to stop any discriminatory behavior and remedy its effects.

III. How to report.

Complaints may be made orally or in writing. The contents of a complaint generally should include:

- The complainant's name;
- The name of the alleged perpetrator;
- A description of the conduct, including the date, time, and location; and • The names of any witnesses.



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III. What to Expect After a Report

- A consultation meeting with the complainant will be held with the EEO.
- At that meeting, next steps will be determined.

Investigations, Confidentiality, and Discipline

All allegations of discrimination and harassment will be investigated. The investigation may include interviews with the parties involved and, when necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. If an individual refuses to participate in an investigation, BPS will base its conclusions on the other information gathered during the inquiry and inferences drawn from all of the credible evidence. BPS will endeavor to maintain confidentiality throughout the investigatory process to the extent practical and appropriate under the circumstances.

If BPS finds that an employee has violated this policy, the employee will be subject to appropriate corrective and/or disciplinary action, up to and including discharge.

External Reporting

In addition to making a complaint internally, any employee who believes they have been subjected to discrimination or harassment may file a formal complaint with the following governmental agencies:

Rhode Island Commission for Human Rights

180 Westminster Street, 3rd Floor Providence, RI 02903

Phone: 401-222-2661

Fax: 401-222-2616

TTY (Relay RI): 401-222-2664

RICHR.Info@richr.ri.gov

Equal Employment Opportunity Commission

Boston EEOC Area Office

John F. Kennedy Federal Building 475 Government Center

Boston, MA 02203

Phone: 1-800-669-4000

Fax: 617-565-3196

TTY: 1-800-669-6820



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Retaliation and Malicious Reporting Prohibited

BPS prohibits retaliation against any individual who makes a report of discrimination or harassment or who cooperates in an investigation. Any employee who is found to have retaliated against another individual for reporting any discrimination or harassment or for cooperating in an investigation of a complaint will be subject to disciplinary action.

Similarly, if an investigation results in a finding that the complainant knowingly and falsely accused another person of discrimination or harassment, the complainant will be subject to disciplinary action.

[Title IX of the Education Amendments of 1972] [Title VI of the Civil Rights Act of 1964]

[Title VII of the Civil Rights Act of 1964] [The Age Discrimination in Employment Act] [The Americans with Disabilities Act]

[Section 504 of the Rehabilitation Act of 1973] [R.I. Gen. Laws § 16-38-1]

[R.I. Gen. Laws § 16-38-1.1]

[R.I. Gen. Laws § 28-5-1 et seq.]

First Read July 14, 2022

Approved July 28, 2022

Approved July 25, 2023



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GBAA: Sexual Harassment Policy

1. Policy

1.1 It is the policy of the Barrington School Department to maintain an educational and working environment free of sexual harassment in any form. Supervisors, administrators and all other employees, as well as students, are absolutely prohibited from engaging in sexual harassment of School Department employees, students and visitors.

Because sexual harassment is unlawful and can be destructive of student and employee morale as well as School Department's reputation, and because it can be costly to the Department in terms of lost productivity, potential legal action and out-of-pocket expense, no act of sexual harassment serves the School Department or can be considered incidental to any service for which any employee has been employed. Hence, any act or pattern of sexual harassment by an employee of the Department is beyond the scope of his or her authority as an employee, agent, supervisor or servant of the Department and will subject the employee to discipline up to and including the termination of employment.

Any act or pattern of sexual harassment by a student(s) in the Barrington School Department is unacceptable and may be the basis for discipline up to and including expulsion.

1.2 The Barrington School Department will administer all provisions of this policy without regard to race, color, religion, sex, age, national origin, handicap, Vietnam-era status, or disabled veteran status

2. Scope

2.1 This policy applies throughout the School Department's operations.

3. Responsibility

3.1 The Superintendent, or his/her designee, has overall responsibility for this policy.

3.2 The Superintendent, or his/her designee, and building principals are responsible for the implementation and daily administration of this policy.

3.3 Principals, department heads, supervisors and other administrators at all levels are responsible for implementing and enforcing this policy, and for assisting in investigating and processing employee complaints with the utmost priority and consideration for the rights of all concerned.

Teachers are equally responsible for enforcing this policy as it applies to students.

3.4 Every employee is responsible for reporting to his/her supervisor or the Superintendent, or his/her designee, any incident of sexual harassment that he/she is subjected to, witnesses or learns of.



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Every student is responsible for reporting to his/her teacher, principal or other trusted adult within the Department any incident of sexual harassment that he/she is subjected to, witnesses or learns of.

The Department will maintain the highest degree of confidentiality possible with respect to such reports, consistent with its obligation to investigate thoroughly all such reports.

4. Definition

4.1 Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1) Submission to such conduct is made either explicitly or implicitly a term of condition or an individual's employment or educational advancement; or
- 2) Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- 3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

4.2 Sexual harassment may also include explicit sexual propositions, sexual innuendo, suggestive comments, sexually-oriented kidding or teasing, practical jokes, jokes about gender specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material and physical conduct such as patting, pinching or brushing against another's body.

5. Issuance and Circulation of Policy Statement

5.1 The Superintendent, or his/her designee, is responsible for publicizing this policy to all employees by inclusion in the Employee Handbook.

5.2 The building principals are responsible for publicizing this policy to all students of an appropriate age by inclusion in Student Handbooks and insuring full discussion in the health curriculum.

5.3 The Superintendent, or his/her designee, is responsible for distribution of the formal Sexual Harassment Policy and Procedures to holders of personnel manuals.

5.4 The Superintendent, or his/her designee, is responsible for developing a bulletin board notice to all employees for posting at the time that this policy is adopted by the Barrington School Department. The notice will emphasize the importance of the policy to the Department, the obligation of every student and employee to report any incident of sexual harassment, the availability of supervisors, administrators and other staff to receive such reports and the confidentiality with which these reports will be treated.

6. Employee Report and Investigation Procedures



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6.1 Employees are expected to report sexual harassment to any supervisor or administrator.

6.2 The supervisor or administrator will promptly inform the Superintendent, or his/her designee, of any report of sexual harassment.

6.3 The Superintendent, or his/her designee, will thoroughly investigate the report of sexual harassment as promptly as possible, keeping the matter as confidential as is practicable. After investigation, he/she will take whatever action is necessary to remedy any harm done by a proven instance of sexual harassment and the complaining employee will be notified of the action taken. If, after investigation, the Superintendent, or his/her designee is unable to establish that any act of sexual harassment has occurred, he/she will meet with the complaining employee(s), affected student(s) individually to explain both the results of the investigation and the School Department's policy on sexual harassment.

6.4 It is the responsibility of every employee to cooperate fully with any investigation under this policy.

7. Student Report and Investigation Procedure

7.1 Students are expected to report sexual harassment to their teacher, building principal or other trusted adult within the Department.

7.2 The teacher, principal or other trusted adult must promptly inform the building principal and Superintendent, or his/her designee, of any report of sexual harassment.

7.3 The building principal and Superintendent, or their designee, will thoroughly investigate the report of sexual harassment as promptly as possible, keeping the matter as confidential as is practical. After investigation they will take whatever action is necessary to remedy any harm done by a proven incident of sexual harassment and the complaining student shall be notified of the action taken. All investigations of sexual harassment involving students shall take into consideration the age of the students involved. If, after investigation, the building principal and Superintendent, or their designee, are unable to establish that any act of sexual harassment has occurred, they will meet with the complaining student(s) and with the complained against student(s) or employee(s) individually to explain both the results of the investigation and the School Department's policy on sexual harassment.

7.4 It is the responsibility of every student to cooperate fully with any investigation under this policy.

7.5 Parents of students involved in incidents of sexual harassment shall be advised of any investigation as appropriate.

Policy Adopted 05/20/93



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GBB: Barrington Public Schools 403(b) Retirement Plan

Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection

Purpose

Barrington Public Schools (the "School Department") offers the Barrington Public Schools 403(b) Retirement Plan (the "Plan") to give its employees the opportunity to save additional funds for retirement. The investment options made available under the Plan include annuity contract(s) and/or custodial accounts(s) (referred to as "Funding Vehicles") and/or investment providers or any other entities authorized by investment providers that offer annuity contract(s) and/or custodial account(s) (referred to as "Vendors"), provided such Funding Vehicles and/or Vendors are specifically approved by the School Department for use under the Plan. This Policy Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection (the "Policy") sets forth the policy of the Board of Education or the School Committee (the "Board") regarding the manner in which Funding Vehicles and/or Vendors will be selected and deselected by the School Department for use under the Plan.

Policy

Selection of Funding Vehicle(s) and/or Vendor(s)

Funding Vehicle(s) and/or Vendor(s) offered as an investment option under the Plan will be listed on one or more of four (4) appendices to the Plan document, subject to the terms of the Plan. These appendices to the Plan are as follows: Appendix A (Funding Vehicle(s) / Vendor(s) Authorized to Receive Plan Contributions), Appendix B (Funding Vehicle(s) / Vendor(s) Authorized to Receive Only Contract Exchanges and Plan Transfers), Appendix C (Funding Vehicle(s) / Vendor(s) Authorized to Receive Only Plan Contributions from Grandfathered Participants) and Appendix D (Funding Vehicle(s) / Vendor(s) Selected for Deposit of Automatic Enrollment Contributions). Appendices B, C and D may be used only if such designations and transactions are permitted under the terms of the Plan. Subject to the terms of the Plan, a Funding Vehicle and/or Vendor will be listed in Appendices A, B, C and/or D (as applicable) and offered as an investment option under the Plan only if all of the following conditions are satisfied:

- (1) The Funding Vehicle and/or Vendor must be designated as the investment selection for Plan contributions by at least 10 employees who are eligible to participate in the Plan (or such other minimum number of eligible employees as is provided under the terms of a collective bargaining agreement, if applicable). In order for a Funding Vehicle and/or Vendor to be considered for selection as an investment option offered under the Plan, a letter of request to include the Funding Vehicle and/or Vendor as an investment option offered under the Plan must be submitted to Gatekeeper Administration & Consulting, L.L.C. (the compliance administrator for the Plan), 1338 West Forest



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copies of account applications with such Funding Vehicle and/or Vendor signed by the minimum number of eligible employees designated above.

(2) The provider of the Funding Vehicle and/or Vendor must enter into and comply with the terms of a 403(b) Retirement Plan Group Investment Provider Agreement ("Investment Provider Agreement") with Gatekeeper Administration & Consulting, L.L.C. ("Gatekeeper").

(3) The representative(s) of the Funding Vehicle and/or Vendor must follow the solicitation policy of the School Department in accordance with the provisions of the Investment Provider Agreement or any other written compliance agreement referenced in Section (2) above. Pursuant to this solicitation policy, the representative(s) of the Funding Vehicle and/or Vendor are only allowed to meet with and otherwise solicit employees on campus at such dates, times and in such locations as is determined at the discretion of the School Department and indicated by written approval of the Superintendent or the Superintendent's designee.

(4) The Funding Vehicle and/or Vendor must agree to reimburse Plan recordkeeping fees as an operating expense paid by the provider of the Funding Vehicle or Vendor from its general assets ("Reimbursement Credits") and/or to reimburse Plan recordkeeping fees as an individual account expense deducted

directly from each Plan participant's custodial account or annuity contract, subject to agreement by the Plan participant in the Salary Reduction Agreement and the terms of any applicable collective bargaining agreement ("Reimbursement Debits").

In the event a Funding Vehicle and/or Vendor submits a letter of request to be included as an investment option offered under the Plan and it is determined that one or more of the above conditions are not satisfied, Gatekeeper will issue a written notice that advises the School Department, the Funding Vehicle and/or Vendor and the eligible employees who have designated such Funding Vehicle and/or Vendor of the conditions that are not satisfied. If such unsatisfied conditions may be subsequently satisfied by the Funding Vehicle and/or Vendor, a letter of request may be re-submitted to Gatekeeper with evidence of such subsequently satisfied conditions.

Deselection of Funding Vehicle(s) and/or Vendor(s)

In the event a Funding Vehicle and/or Vendor that is offered as an investment option under the Plan and listed on one or more of the four (4) appendices to the Plan document fails to satisfy any one of the conditions listed above to be included as a selected Funding Vehicle and/or end or under the Plan, such Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan and removed from the applicable listing(s) on the Plan appendices.

At the time that Gatekeeper and/or the School Department determine that a Funding Vehicle and/or Vendor has failed to satisfy any one of the conditions listed above, Gatekeeper will issue a written notice to the Funding Vehicle and/or Vendor advising it of the condition(s) that are not satisfied and that the Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan if opportunity to subsequently satisfy such conditions, pursuant to



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the terms of the Investment Provider Agreement or other written compliance agreement between the provider of the Funding Vehicle and/or Vendor, Gatekeeper and/or the School Department. If the Funding Vehicle and/or Vendor does not satisfy all of the conditions listed above within the time period and pursuant to the terms provided under the Investment Provider Agreement or other written compliance agreement, the Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan at such time.

If the only condition that is not satisfied is that the minimum number of eligible employees are no longer contributing to the Funding Vehicle and/or Vendor, the Funding Vehicle and/or Vendor will be given an opportunity to submit to Gatekeeper a letter of request to remain as a selected Funding Vehicle and/or Vendor with an enclosure of copies of account applications with such Funding Vehicle and/or Vendor signed by the minimum number of eligible employees designated above. If the Funding Vehicle and/or Vendor cannot provide copies of account applications signed by the minimum number of eligible employees within the time period provided under the Investment Provider Agreement or other written compliance agreement and the Funding Vehicle and/or Vendor has entered into the 403(b) Retirement Plan Group Investment Provider Agreement with Gatekeeper, the Plan participants contributing to such Funding Vehicle and/or Vendor at such time may continue to contribute to the Funding Vehicle and/or Vendor, but no other Plan participants or eligible employees may contribute to the Funding Vehicle and/or Vendor. In such case, the Funding Vehicle and/or Vendor will be listed on Appendix C (Funding Vehicle(s) / Vendor(s) Authorized to Receive Only Plan Contributions from Grandfathered Participants) as authorized to receive only Plan contributions from such grandfathered participants. If the Funding Vehicle and/or Vendor cannot provide copies of account applications signed by the minimum number of eligible employees within the time period provided under the Investment Provider Agreement or other written compliance agreement and the Funding Vehicle and/or Vendor has not entered into the 403(b) Retirement Plan Group Investment Provider Agreement with Gatekeeper, the Funding Vehicle and/or Vendor will be deselected as an investment option offered under the Plan at such time and no Plan participant may contribute to such Funding Vehicle and/or Vendor.

Legal Reference

Internal Revenue Service Code (1986) 170(b)(1)(A)(ii) Internal Revenue Service Code 403b

Rhode Island General Law §16-2-9

Approved: 11/20/08



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GBCD: Barrington Public Schools Criminal Records-Background Checks Policy

(a) Job Applicants and Employees

In accordance with Rhode Island General Laws § 16-2-18.1 (Criminal Records Review), all persons seeking employment with the Barrington Public Schools (BPS), who have not previously been employed by a private school or public-school department in Rhode Island during the prior twelve (12) months, shall undergo a national criminal records/background check to be initiated by the prospective employee after receiving a conditional offer of employment. The prospective employee shall be responsible for completing the national and criminal background check process by applying to the bureau of criminal identification (BCI), department of attorney general, state police, or local police department where they reside, and making payment for any associated costs.

For the purposes of this policy, “employment” includes individuals hired directly by BPS, contractual employees of BPS, and those individuals with potential for direct or unmonitored contact with students who are hired by a third party contracted with BPS to provide services.

In those situations in which no disqualifying information has been found, the entity that performs the criminal background check shall inform the applicant and BPS, in writing, of this fact.

"Disqualifying information" shall mean all offenses listed in R.I. Gen. Laws § 23-17-37, § 1137-8.1, and § 11-37-8.3. All employment offers are conditional upon the receipt of a criminal records/background check clear of disqualifying information.

In accordance with R.I. Gen. Laws § 16-2-18.2 (Prior criminal records checks), if an applicant for employment has undergone a national and state criminal records check within twelve (12) months prior to an application for employment, the Superintendent may request from the applicant and/or the Bureau of Criminal Identification a letter indicating the presence or absence of disqualifying information.

BPS shall maintain on file, subject to inspection by the Rhode Island Department of Elementary and Secondary Education, evidence that criminal records checks have been initiated on all employees seeking employment, and the results of the criminal records/background checks will be maintained in the employee's personnel file.

1. Employees hired by BPS

Prospective employees seeking to be hired directly by the Barrington Public Schools must produce a criminal records/background check showing no disqualifying information by no later than one week prior to appointment by the Barrington School Committee. There will be no exceptions to this procedure. All employment offers are conditional upon the receipt of a criminal records/background check clear of disqualifying information. Current employees who



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are convicted of any criminal offense listed in R.I. Gen. Laws § 23-17-37, § 11-37-8.1, and § 11-37-8.3 are required to notify BPS administration.

2. Contract Employees

Prospective service providers/contract employees must produce a criminal records/background check showing no disqualifying information by no later than ten days prior to the start of the contract. The director of the department that manages the work of any contract employee is responsible for obtaining a copy of such criminal records/background check, ensuring it is clear of disqualifying information, and delivering it to the Director of Finance and Administration.

3. Third-party service providers

Any third-party service provider who performs work or provides services to BPS directly who has unmonitored contact with children or students shall ensure in advance that it has on file an up-to-date state criminal records/background check clear of disqualifying information.

(b) Current and Prospective Volunteers

In accordance with R.I. Gen. Laws § 16-2-18.4 ("Criminal records review for volunteers"), all current volunteers or persons seeking to become volunteers at BPS, who may have direct and unmonitored contact with children and/or students on school premises, shall produce a state criminal background check showing no disqualifying information prior to commencement of such volunteer work. The prospective volunteer shall be responsible for completing the state criminal background check by applying to the bureau of criminal identification (BCI), department of attorney general, state police, or local police department where they reside and making payment for any associated costs.

All current volunteers' criminal records/background checks are valid for two (2) years only. Current and prospective volunteers are encouraged to be proactive and obtain up-to-date criminal records/background checks that will carry them through their anticipated volunteer period. A current volunteer whose most recent criminal records/background check expires in the middle of a scheduled volunteer period will be temporarily prohibited from participating in any further volunteer activities until they produce a new criminal records/background check clear of disqualifying information.

In those situations in which no disqualifying information has been found, the entity that performs the criminal background check shall inform the applicant and BPS, in writing, of this fact. Upon the discovery of any disqualifying information, the applicant will be informed in writing of the nature of the disqualifying information; and, without disclosing the nature of the disqualifying information the entity that performs the criminal background check will notify BPS in writing that disqualifying information has been discovered.

"Disqualifying information" means those offenses listed in R.I. Gen. Laws § 23-17-37, those offenses listed in § 11-37-8.1 (First degree child molestation sexual assault), and § 11-37-8.3 (Second degree child molestation sexual assault).



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A person against whom disqualifying information has been found may request that a copy of the criminal records/background report be sent to BPS. All previously arranged volunteer opportunities or appointments are subject to revision or revocation if a criminal records/background check contains disqualifying information, and under no circumstances shall any person be permitted to engage in actual volunteer work unless and until he or she has produced a criminal records/background check clear of disqualifying information.

Any individual seeking to volunteer for any purpose within the Athletic Department must first produce a criminal records/background check clear of disqualifying information, and in addition, must be approved in writing by the Athletic Director. In addition to the above, volunteer coaches must also produce a state criminal background check clear of disqualifying information. Head coaches must inform all potential volunteers that they are required to produce the above referenced criminal records/background check clear of disqualifying information prior to the commencement of volunteer activities. Head coaches must request prior approval from the Athletic Director for all volunteers who may work with their teams.

The Athletic Director shall ensure that criminal records/background checks clear of disqualifying information are obtained for all volunteer coaches and athletic assistants at least ten (10) days before the commencement of volunteer activities. A copy of the original criminal records/background check and prior written approval for every volunteer shall be sent to the BPS Volunteer Coordinator.

All other prospective volunteers shall arrange for criminal records/background checks to be sent to the BPS Volunteer Coordinator. The Volunteer Coordinator is responsible for reviewing the volunteers' criminal records/background check, ensuring it is clear of disqualifying information, and delivering a copy to the BPS Director of Finance and Administration. The Volunteer Coordinator shall retain on file the original copy of the volunteer's criminal records/background check, and notify the administration that the volunteer is approved or disqualified.

The BPS Volunteer Coordinator shall maintain on file, subject to inspection by the Rhode Island Department of Elementary and Secondary Education, evidence that records/criminal background checks have been initiated on all volunteers or prospective volunteers, and the results of all checks.

Current or prospective school volunteers who may have a question regarding this policy may contact Volunteer Coordinator, Anita DiMatteo at dimatteoa@barringtonschools.org.

R.I. Gen. Laws § 16-2-18.1

R.I. Gen. Laws § 16-2-18.2

R.I. Gen. Laws § 16-2-18.4

R.I. Gen. Laws § 16-2-18.5 First Read 1/18/2018 Second Read/Approved 2/15/2018



GBE: Code of Professional Responsibility Policy

The Barrington Public School District fully adopts the Rhode Island Educator Code of Professional Responsibility in compliance with the Basic Education Program. Working with students in Barrington Public Schools necessitates a public trust and a level of responsibility to our citizens that requires the highest level of professionalism from our educators. Bringing all Barrington students to proficiency so they can lead fulfilling and productive lives, succeed in academic and employment settings, and contribute to society demands a profession that exists primarily to meet student needs. The development of professional standards for educators, the enforcement of certification requirements, and the regular evaluation of educators address the standards of performance for our profession. As educators who accept the public trust to work in our schools, we also accept the responsibility for professional practice that demonstrates ethical conduct and responsibility.

The Rhode Island Educator Code of Professional Responsibility establishes a set of principles to guide the conduct of Rhode Island's certified educators and the assessment of conduct in situations that have professional and ethical implications. As educators, our first responsibility is to our students and to assuring that all students achieve at high levels. As professionals, we also have personal responsibility for establishing high personal standards and monitoring our attainment of these standards. As members of school, district, and professional communities, we are responsible for working collaboratively with others to pursue collective goals. Parents and community members are also important partners in pursuing educational goals. As educators we are also responsible for supporting the policies and procedures of the State Board of Education in assuring that only qualified teachers are entrusted with our state's classrooms.

The Code contains five core principles that govern the responsibilities and commitments of Rhode Island Educators. Consistent with applicable law, the Rhode Island Educator Code of Professional Responsibility shall serve as a basis for decisions on issues pertaining to certification, licensure and employment.

Note: For the purposes of this section, "educator" means a person: who is applying for, who holds or who is employed under a teaching certificate, administrator certificate, support personnel certificate or other related permit or endorsement issued by the Board of Education other public school employees who may be licensed through other professional bodies (e.g., occupational therapists, physical therapists) and are responsible for the education of children; and anyone who is applying for or is employed as a teacher assistant in a Rhode Island public school.

The Rhode Island Code of Professional Responsibility is a set of commitments which the Rhode Island educational community expects all members to honor and practice. These commitments guide professional conduct in all situations with professional and ethical



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implications. The Code embraces the fundamental belief that the student is the foremost reason for the existence of the profession.



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GBEB: Professional Conduct with Students Policy

I. PURPOSE

The purpose of this policy is to establish Barrington Public Schools (BPS) guidelines and standards of conduct to ensure that the relationship between employees, partners, and students is professional and respectful, and to promote appropriate workplace behavior. This policy covers conduct that takes place both on and off District property and both during and outside of the school day for school events or cyber incidents. The policy also pertains to all forms of communication that may occur between employees and students, at any time. This policy applies to all individuals registered and enrolled as a student in the District, regardless of age, as well as District employees and District Partners, which include contractors, consultants, vendors, representatives from outside organizations, and volunteers, including coaches, who work with or have contact with students.

This policy shall be incorporated by reference into all school, employee, and athletic handbooks. The District shall use its best efforts to distribute these handbooks on an annual basis and obtain a signed acknowledgment of these provisions by all students, employees, and coaches.

II. SCOPE

BPS is committed to protecting the safety and well-being of students and employees and creating and maintaining a safe, supportive, and positive learning environment and workplace. The District affirms the responsibility of employees and District partners to abide by the standards of professional conduct, to act as role models, and to promote the dignity, health, and safety of students while maintaining professional relationships with students, at all times.

Standards of Conduct

The relationship between District employees/partners and students must be of a professional nature at all times. District employees/partners are encouraged and expected to foster positive and supportive relationships with students. This includes recognizing students' unique abilities, talents, and challenges, and treating all students with dignity and respect in all interactions.

Appropriate professional and personal boundaries must be maintained, and BPS employees/partners may not engage in any inappropriate behavior or behavior that could reasonably lead to the appearance of inappropriate conduct, regardless of the student's age, whether the student or the employee initiates the behavior, and regardless of whether the student reciprocates the attention. These standards apply to actions that take place both on and off District property and cyber incidents, during and outside of the school day as well as to all forms of communication that occur between District employees/District partners and students, at any time, and on any social media platforms.

Prohibited Conduct



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Examples of prohibited conduct between District employees/District partners and students include, but are not limited to:

1. Dating Students. Includes, but is not limited to, a social interaction, preplanned or not, in which the purpose is to initiate a romantic or sexual relationship.
2. Engaging in an Inappropriate Relationship with Students. Includes a relationship in which a District employee or Partner dates, exchanges personal affection, engages in intimate or sexually suggestive communication, and/or engages in any form of sexual or physical intimacy with a student. This includes fostering, encouraging, or participating in emotionally or socially inappropriate intimate relationships with a student(s)
3. Making sexually suggestive comments to or about a student.
4. Direct communication with students for any reason through methods that include, but are not limited to, telephone calls, text messages, email to a non-District email address, social media, and direct messages through social media platforms.
 - a. District employees/partners may only communicate with students using student District-issued email addresses; District-sanctioned social media accounts formed for educational, school-related purposes; or via third-party District-sanctioned applications that are also accessible by District faculty, administrators, and parents.
 - b. Under exigent circumstances related to the immediate health and safety of a student, a school or district administrator may contact a student directly.
 - c. For certain specified field trips or non-school sponsored activities, a District employee may engage in direct communication with students with prior, express written consent from a parent or guardian.
5. Providing drugs or alcohol to students or consuming drugs or alcohol in the presence of Students on school property, during a school or District-sponsored event, or otherwise in their capacity as a District employee/Partner.
- 6.
7. Discussing sexual matters outside of an appropriate educational context, including the use of sexual jokes, slang, or innuendo.
8. Commenting on a student's physical appearance or body in any manner that may have the effect of objectifying the student and/or compromising the student's social and emotional well-being
9. Touching students punitively or touching students in any way that could be construed as inappropriate or sexually suggestive, including but not limited to intimately touching, brushing up against another's body, pinching, slapping, fondling, or massaging, or any other displays of physical affection that suggest intimacy.



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10. Accepting or giving gifts that could be deemed inappropriate, excessive, or outside a professional student/teacher relationship.

11. Meeting alone with a student on school premises in an area that is secluded or that is not openly accessible/visible to others, such as a room without windows or without visibility through a door.

- a. Staff, coaches, volunteers, or any other District partner may not be alone with an athlete in an area that is secluded or that is not openly accessible/visible to others, such as a room without windows or without visibility through a door. One-on-one meetings with an athlete or any other student must be observable and interruptible. This includes away games or practice fields, off of school premises.

Reporting Prohibited Conduct with Students

Students or their families who wish to report a violation of this Policy may do so by notifying a District faculty or staff member, including a teacher or principal. Students and families are encouraged to document all reports in writing but an oral report shall be sufficient to trigger a report to the Assistant Superintendent. Faculty and staff in receipt of a report of Prohibited Conduct must document all communications and maintain all evidence relevant to the initial report and subsequent actions and communications.

Any employee receiving such a report shall notify the Assistant Superintendent immediately. The Assistant Superintendent's office will document all reports, and determine whether to pursue further action in accordance with the District Title IX Policy, Nondiscrimination and Anti Harassment Policy, and/or Child Abuse Policy. The Assistant Superintendent will immediately notify DCYF, the police, or other relevant, outside enforcement agencies when reports are received that include allegations of abuse or sexual misconduct. If the incident does not warrant a Title IX investigation, the Assistant Superintendent will provide said documentation to the Superintendent. Upon receipt of a report, the Assistant Superintendent will provide an initial and ongoing report to the Superintendent or their designee. The Superintendent or designee shall designate an investigator and determine if there has been a violation of this Policy.

Assistant Superintendent, Dr. Paula Dillon, dillonp@barringtonschools.org, 401-245-5000 x 2, 283 County Road, Barrington, RI, 02806.

In addition, all District employees/partners are required to follow the mandatory reporting requirements required under state law for reporting suspected child abuse/neglect in accordance with Child Abuse and Neglect Policy.

Confidentiality and Retaliation:

While addressing complaints under this policy, BPS will attempt to maintain confidentiality to the extent practicable and appropriate under the circumstances. BPS will not tolerate any attempt at retaliation against any person who in good faith makes or assists in making a complaint under



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this policy, provides truthful information, or cooperates in an investigation of a complaint.

Retaliation is a serious violation of this policy. Concerns about attempted retaliation should be raised and will be handled in the same manner as any other concern under this policy.

Knowingly lodging a false complaint may result in disciplinary and/or legal action against the complainant.

Supportive Measures

Members of school support staff shall be available to support and guide students affected by Prohibited Conduct, including but not limited to providing Supportive Measures. Supportive measures may include, but are not limited to:

- Counseling;
- Extensions of deadlines or other course-related adjustments
- Modifications of work or class schedules
- Supervision at arrival, dismissal, lunch and/or recess;
- Mutual restrictions on contact between the parties; and/or
- Increased security and monitoring of certain areas of the school grounds.

Violations

Violation of any part of this policy may result in disciplinary action up to and including termination of employment or relationship as District Partner.

Barrington Public Schools School Committee

Title IX

Teachers Certification Regulations Child abuse statute

First Read: December 8, 2022

Second Read/Adopted: February 2, 2023

Revised: Archived:



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GBI: Gifts to Staff Members

Students and their parents shall be discouraged from the routine presentation of gifts to school department employees on occasions such as Christmas. Where a student feels a spontaneous desire to present a gift to a staff member, the gift shall not be elaborate or unduly expensive. The Committee shall consider as always and, in most circumstances, more appropriate the writing of letters to staff members expressing gratitude or appreciation.

The provisions herein shall not be interpreted as intended to discourage acts of generosity in unusual situations.

Legal Reference

General Laws, 1938, Chapter 198; (General Laws, 1923, C. 77) #9 Volume 3, 16-38-6

Policy Adopted 04/17/58



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GBIA: Health Insurance Portability and Accountability Act

The School Department by vote of its School Committee will comply with the Privacy Regulations of the Health Insurance Portability and Accountability Act of 1996. The School Department shall limit the use of and access to Protected Health Information, which is held by the School Department or its lawful agents. Protected Health Information (PHI) is any written, oral or electronic form of information, relating to a person's past, present or future health condition, delivery or payment of health services that identifies an individual or where there is a reasonable basis to believe the information could be used to identify an individual.

Administrative, technical and physical safeguards, established to limit use and access to protected health information are stated as an integral part of this policy, established as part of daily operating procedures and will be maintained by all responsible staff and representatives of lawful agents and business associates of the School Department.

To assure this commitment to compliance, the School Committee shall designate a Privacy Officer who shall have the responsibility:

- to keep the School Committee informed of all changes, updates, requirements, responsibilities, claims, etc. concerning the HIPAA privacy regulations,
- to maintain documentation of the School Department's efforts to comply with HIPAA privacy regulations,
- to ensure that plan subscribers are sent privacy notices and new enrollees receive said notices,
- to track any protected health information disclosures,
- to process authorizations for disclosure and use of protected health information,
- to resolve complaints from participants about possible privacy violations,
- to serve as the School Department's liaison with the group health insurance program third party administrator, relevant business associates and health insurance carriers, communicating the School Department's commitment and securing the commitment of these entities to the privacy and security of protected health information,
- to maintain all required authorizations, agreements, etc. relative to the protected health information of group health insurance program participants, and
- to monitor the School Department's compliance with HIPAA privacy regulations on a regular basis.

The Privacy Officer will receive the total support of the School Committee and Administration. The Privacy Officer of the School Department is covered under the School Department's liability insurance in the legal performance of his/her duties and has access to the School Department's legal counsel in the same regard.



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In accordance with HIPAA, only the School Department' Personnel & Benefits Coordinator and Payroll Clerk may be given access to protected health information in order to legally perform the position duties and administer the School Department's group health and dental insurance programs.

The School Department communicates its commitment to HIPAA Privacy Regulations through:

- adoption of this policy by the School Committee,
- distribution of this policy to and training of all Department Heads concerning the definition, security and authorization of protected health information,
- distribution of the privacy notices to all subscribers in the self-insured group health insurance plans,
- posting of this policy on the Barrington Public School's Website, and
- including the privacy notice in the new employee benefits package.

As an employer, the School Department may use protected health information in its possession without specific authorization from the employee for treatment, payment, quality assessment, medical review and auditing, studies to improve the group's health care quality or reduce health care costs, compiling civil/criminal proceedings, and any other use required by law for public health, communicable disease, abuse or neglect, or food and drug administration purposes.

Information which is normally maintained in the employment record which is not classified as protected health information includes all forms, responses, inquiries and data relative to the family medical leave act, drug screenings, fitness for duty, workers compensation, disability, life insurance, the occupational safety and health act and sick leave.

Protected health information may be released for other purposes by the authorization of the employee submitting the established form in person to the Privacy Officer. The use and/or disclosure of protected health information is limited to the specific information for the specific purpose to and from the specific individual and/or entity for a specific time period as delineated in the authorization form. Group health insurance program participants are allowed to review their protected health information that is held by the School Department and to make corrections to errors. Upon request, a participant will be provided with an accounting of disclosures of protected health information.

The School Department separates protected health information from the employment record and retains such information in a locked file accessible only to the Personnel & Benefits Coordinator and Payroll Clerk and under special circumstances, other School Department Officials that have a bona fide need to know to accomplish legal School Department business. All entities which could receive protected health information (group health insurance consultant, fully insured plan providers, legal counsel, actuaries and consultants) must enter into a business associate agreement with the School Department in which both parties commit to



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compliance with the HIPAA Privacy Regulations and providing satisfactory assurances that the business associate will appropriately safeguard the protected health information.

Participants that believe they have been aggrieved by the use or disclosure of protected health information may file a written grievance with the Privacy Officer within sixty (60) calendar days of the use or disclosure of the protected health information or within fifteen (15) calendar days of their knowledge of said use or disclosure. The grievance must delineate the specifics of the complaint, including but not limited to:

1. what unauthorized protected health information was released
1. who received the protected health information and/or is knowledgeable of the protected health information
1. when was the protected health information released and/or when did the complainant become aware of the unauthorized knowledge of the protected health information
1. what was the result of the release of the unauthorized protected health information

The Privacy Officer will meet with the complainant as soon as possible after the receipt of the grievance. During this meeting the Privacy Officer will discuss the issue brought forward with the complainant. The Privacy Officer will investigate the allegations of the complaint with the full support and assistance of the School Committee and if necessary legal counsel. The Privacy Officer will provide a written report of his/her findings and recommended action, if warranted, to the Superintendent and the complainant within thirty (30) calendar days from the date of the meeting with the complainant. If for some reason the Privacy Officer is unable to conduct this meeting and/or investigation the Superintendent shall appoint a Senior Manager to perform these duties.

Complainants may also contact the Federal Offices of the Department of Health and Human Services for assistance.

The School Department will comply with the Privacy Regulations established by the Federal Government and requires its employees to observe and comply with this policy and the use of the proper procedures and policy documents. Employees found to have breached protected health information security will be subject to sanctions from verbal reprimand up to and including termination, dependent upon the seriousness, willfulness and ramifications of the breach.

Patrick A. Guida Chairperson

Approved 08/28/03



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GBIA: Distribution of Non-School Materials

Personnel

This policy applies to staff distribution of materials produced by an organization, individual or group of individuals other than the School Committee or the schools or as part of the curriculum of a particular class or a school-sponsored activity -- non-school materials.

Definitions

Non-school materials. Materials including newspapers, flyers, notices, books, pamphlets or other written or printed material produced by an organization, individual or group of individuals other than the School Committee or the school and not related to school business. "Non-school materials" includes, but is not limited to, materials which express commercial endorsements or religious or political beliefs or points of view that students could reasonably believe to be sponsored, endorsed or given official imprimatur by the school. "Non-school materials" does not include such items as birthday cards or Valentine's Day cards, or other special occasion cards or individual invitations to a birthday party, for example, which are typically given in sealed envelopes addressed to an identified teacher.

Procedure

- a. If a staff member is uncertain as to whether a particular item is a "non-school material" he or she may request a determination from the principal, or his designee, within the school in which the materials are sought to be distributed. The principal shall make a determination and convey it to the person within 4 hours of the request. If the person is dissatisfied with the principal's determination, he or she may submit to the Superintendent, or his designee, a written request for review of that determination. The review shall be completed within 24 hours (not including weekends and holidays) with the results of the review conveyed to the person submitting the request within that time.
- b. In making his or her determination the principal shall consider the definition of "non- school materials" and the following:
 - (1) Material that is defamatory, obscene, pornographic, indecent or vulgar shall not be distributed.
 - (2) So-called "hate" literature that attacks any religious, racial or ethnic groups or disparages any person or group on the basis of age, sex, religion, race, national origin or handicap shall not be distributed.
 - (3) Materials that promote hostility, disorder, violence or the commission of a crime shall not be distributed.



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(4) Material that is not appropriate to the emotional or cognitive development of the intended student recipient shall not be distributed.

(5) Material that the principal has reason to anticipate will substantially interfere with the work of the school or impinge upon the rights of other individuals shall not be distributed.

c. If material is not determined to be "non-school material," a teacher may distribute it within his or her classroom.

d. If a staff member is found to be distributing non-school materials within the school, the principal or his/her designee shall direct the staff member to cease its distribution.

e. Examples of materials permitted to be distributed:

(1) Materials such as a party invitation contained in a sealed envelope addressed to a particular staff member.

(2) Materials relating to school-sponsored or town-sponsored extracurricular activities such as physical education, summer recreation programs, holiday parties, library story hours, town parades, or town scholastic or athletic teams.

(3) Materials such as notices of registration for Girl Scouts, Boy Scouts, Little League and other activities related to the school's educational mission and non-profit organizations approved by the Superintendent.

f. If the material is approved, the staff member(s) will be allowed to distribute such material at any entrance or exit to the school both before and after school and at a place near the cafeteria designated by the principal during all lunch periods. Such material may also be left in the main office so that other staff members may obtain a copy during the school day.

g. Staff members shall not distribute materials in a manner which disrupts any school activity or blocks or impedes the safe flow of traffic within corridors and entrance ways of the school. Staff members who distribute non-school materials shall be responsible for cleaning up such materials thrown on the floors, in the school, or on the grounds outside the school.

Policy Approved 06/16/94



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GBJA: Social Media Use by Staff and Volunteers Policy

Barrington Public Schools (BPS) recognizes and encourages the appropriate use of social media as an important communications tool for BPS, BPS programs, and individual BPS students and staff members.

The purpose of these guidelines is to establish protocols and expectations for social media use by BPS staff and volunteers.

BPS acknowledges that its staff and volunteers have a First Amendment right to speak out as private citizens on matters of public concern. At the same time, BPS has the right and responsibility to regulate BPS staff and volunteers' online conduct under specific circumstances, including when the staff and volunteers' online speech impedes performance of the staff or volunteers' duties or interferes with BPS's ability to operate effectively.

Social media includes websites such as Facebook, Twitter, Instagram, or other social networking websites or applications.

Expectations for all use of social media (personal and educational)

- BPS staff and volunteers will not submit or post confidential or protected information about BPS, its students, alumni, or staff and volunteers. In most instances, student last names will not be included on social media posts. Photographs of identifiable minors without parental permission and photographs or other materials that infringe on the rights of others will not be permitted. Disclosure of confidential student or staff information may result in disciplinary action up to and including termination.
- BPS staff and volunteers will not post or otherwise publish content that violates BPS' bullying, anti-discrimination, and/or anti-harassment policies.
- BPS staff and volunteers will not utilize official BPS social media sites to advertise or seek employment.
- BPS staff and volunteers should be cautious of security risks when using third-party applications within a social media site.

Expectations for the personal use of social media

In addition to the above, BPS staff and volunteers must adhere to the following expectations:

- Staff and volunteers are prohibited from requesting or accepting current BPS students as "friends," or requesting to follow or following current students through the staff or volunteer's personal social media accounts
- Sharing school or District social media posts to a personal social media page (i.e. retweeting a @BPS_RI announcement to a personal Twitter page) is acceptable and encouraged.



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- BPS staff and volunteers should set and maintain appropriate social media privacy settings.

Social media sites routinely alter their privacy policies and standards. BPS staff and volunteers are responsible for monitoring all personal social media content they make available to the general public.

Expectations for the educational use of social media

Staff and volunteers using social media for educational (school or BPS related) purposes are expected to:

- Contact the Assistant Superintendent or Director of Technology if they wish to establish a social media site for a school, class or program.
- Comply with all applicable BPS policies and state laws.

Third party postings

- BPS is not responsible for third party user comments posted on its Facebook page or on other social media platforms. They are solely the expressions and opinions of the contributor and not those of the school or district.
- BPS is not responsible for the advertising content on its social media pages and does not choose which ads appear on any of the BPS pages or feeds.

Official communication

- BPS Facebook, Twitter and other social media pages are provided as a convenience to the BPS community. They are not monitored constantly and should not be used for any type of official or critical communication. Please direct all official inquiries to the appropriate school or the District office. Please visit the school websites for contact information: <http://www.barringtonschools.org>

Inappropriate submissions

- BPS encourages users to exercise common sense and courtesy when submitting comments and other content to BPS social media sites.
- While BPS does not monitor every comment, it reserves the right to delete any content posted to its pages that it deems inappropriate.
- Inappropriate submissions include, but are not limited to, comments or materials that
 - make false or defamatory statements about others; are obscene, vulgar, abusive, hateful or threatening; harass or discriminate on the basis of race, religion, nationality, ethnicity, gender, sexual orientation or other factors; are



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invasive of the privacy rights of others (e.g., by including addresses, phone numbers or other personal information about third persons without their consent). Submissions may not include content or materials that violate the copyrights, trademark rights or other intellectual property rights of third parties. Submissions may not contain unauthorized disclosures of proprietary or confidential information.

- Users who violate BPS terms of use may be banned from the page and reported in accordance with the applicable website's terms of use.
- The purpose of these pages is to provide information about BPS. Content inconsistent with this purpose may be deleted.
- Cyber-bullying and harassment of students, staff or community members will not be tolerated on BPS social media sites.

• Email the Building Principal and the Director of

Technology to report any concerns regarding inappropriate content.

First Read: 8/22/2018

Second Read/ Approved: 8/29/2018



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GBJA: Media Relations & Communications Protocol

Purpose of Media Policy

The purpose of this protocol is to ensure that all communications with media outlets are accurate, timely, consistent, and reflective of the full scope of work across Barrington Public Schools (BPS), while continuing to elevate the voices and leadership of our administrators and educators, and the success of our students and schools.

Guiding Principles

- Ensure accuracy and completeness of information shared publicly
- Maintain timely and professional responses to media inquiries
- Promote consistency in district information and messaging
- Support and empower school leaders as key voices in our schools
- Strengthen relationships with local and regional media to enhance trust and goodwill among families, residents, and community stakeholders
- Proactively highlight the positive work happening across all BPS schools

1. Commitment to Transparency

BPS is committed to open, honest, and proactive communication with the community and media.

This protocol is designed to:

- Ensure clarity, consistency, and transparency
- Support district and school staff in their roles
- Strengthen trust with the public
- Build increased support and goodwill for BPS among stakeholders

2. Media Access to Schools & Leadership

BPS values strong relationships between the media and our schools. This protocol is not intended to limit access to principals, district staff, the programs or work happening, or our school communities. Rather, it ensures that access is coordinated in a way that:

- Supports school leaders and staff
- Ensures accuracy, context, responsiveness, and clear information
- Protects instructional time and school operations

3. Media Inquiry Notification

Any and all media inquiries received by any school or district staff must be promptly shared with the Superintendent's Office and the dedicated communications coordinator upon receipt and prior to any response.

- Notification should occur as soon as possible, ideally within the same business day, with consideration for the demands of the school day.
- Staff should forward the original inquiry (email, voicemail, or summary of the inquiry interaction).
- This ensures the district can provide timely support, context, and coordination before information is shared publicly.

This protocol applies to all types of media requests, including but not limited to:

- Requests for interviews
- Requests for comment or clarification (formal or informal)
- Data or document requests
- On-site visits or tour requests
- Photography or video requests



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Media inquiries may originate from local, state, regional, or national outlets, including digital, print, television, radio, or other media representatives.

In the case of informal or unplanned interactions (e.g. at athletic events, on school grounds, etc.), staff should use their judgment in the moment to gather the information needed to support a clear response, and notify the Superintendent's Office and communications coordinator as soon as possible following the interaction.

4. Collaborative Response Approach

BPS utilizes a collaborative model for media responses:

- As possible, and as individuals feel comfortable, school leaders remain the primary voice for individual school-specific topics once coordinated through the Superintendent's Office and the dedicated communications coordinator.
- The Superintendent's Office and the dedicated communications coordinator provide support to:
 - Ensure accuracy and alignment with district-wide initiatives
 - Provide additional context where needed
 - Assist with messaging, drafting, or coordination
 - Ensure relevant district staff are informed and engaged as needed

In many cases, responses will be developed collaboratively, ensuring the expertise of building leaders and subject matter experts are included, while reflecting relevant information from the district-level.

5. Timely Response Expectations

Recognizing the deadline-driven nature of media and today's rapidly-evolving state of digital news:

- The district will prioritize prompt, coordinated responses
- The communications coordinator will assist in managing timelines and follow-up as needed
- This process helps avoid missed inquiries, and ensures BPS is responsive and accessible
- Ensuring BPS is responsive to media inquiries, to the extent possible—with priority on the safety and daily responsibilities and operations of our schools—further strengthens the transparency of our district.

6. Consistency & Equity

This protocol applies to all media outlets, reporters, and independent publishers equally, including local, regional, and national organizations.

- Ensures fair access
- Maintains transparency
- Supports strong, professional relationships with all members of the press

7. Proactive Communications & Storytelling

In addition to responding to media inquiries, BPS is committed to proactively sharing positive stories and updates.

School leaders are encouraged to regularly share updates our Barrington community would be proud and interested in hearing about via media reporting, including:

- Student achievements
- Innovative programs or classroom practices
- Program, club, or team highlights
- Upcoming events or milestones
- Staff recognition and accomplishments

The communications coordinator will work to identify opportunities to:

- Amplify key stories through district communication channels
- Support media outreach and media feature opportunities
- Help position our schools as leaders in education statewide

8. Effective Communication



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Effective communication is a shared responsibility across Barrington Public Schools. This protocol ensures that we work together to provide accurate, timely, and important information to our community while continuing to highlight the excellence across our schools.

First Read: April 16, 2026

Second Read: June 11, 2026



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GBJA: Whistleblower Policy

The whistleblower policy of the Barrington Public Schools ("District") is intended to provide a mechanism for the reporting of illegal activity or the misuse of District assets while protecting employees who make such reports from retaliation.

Questionable Conduct

This policy is designed to address situations in which an employee or volunteer suspects that another employee or volunteer has engaged in illegal acts or questionable conduct involving District assets. This conduct might include outright theft (of equipment or cash), fraudulent expense reports, misstatements of any accounts to any District employee with managerial authority or to the District auditors, or a conflict of interest that results in actual or potential financial harm to the District. The District encourages employees and volunteers to report questionable conduct and has established a reporting system that allows them to do so anonymously.

Making a Report

If an employee or volunteer suspects another of engaging in illegal acts or conduct involving misuse of the District assets, he or she may report such conduct, anonymously if desired, and the reporting individual will be protected against any form of harassment, intimidation, discrimination, or retaliation for making such a report in good faith.

Reports can be made to the Superintendent or to the Chairperson of the School Committee. The District will promptly conduct an investigation into matters reported, keeping the informant's identity as confidential as possible consistent with the obligation to conduct a full and fair investigation.

In the event that the subject of a proposed complaint is the Superintendent or the Chairperson of the School Committee, a report may be made to the Director of Administration and Finance.

No Retaliation

An individual who has made a report of suspicious conduct and who subsequently believes he or she has been subjected to retaliation of any kind is directed to immediately report such retaliation to the Superintendent or the Chairperson of the School Committee.

Reports of retaliation will be investigated promptly in a manner intended to protect confidentiality as much as practicable, consistent with a full and fair investigation. The party conducting the investigation will notify the individual subject to the alleged retaliation of the results of the investigation.

The District strongly disapproves of and will not tolerate any form of retaliation against those who report concerns in good faith regarding District operations. Any employee who engages in retaliation will be subject to discipline up to and including termination.

Reporting Procedures



BARRINGTON PUBLIC SCHOOLS

The reporting procedure is intended to describe the process through which concerns about the possible misuse of District assets are handled pursuant to the District whistleblower policy.

1. A report of suspected misuse of District assets is made by reporting to the Superintendent or the Chairperson of the School Committee, or to the Director of Administration and Finance, if appropriate.
2. The report shall be promptly reviewed by the Superintendent or the Chairperson of the School Committee, or to the Director of Administration and Finance, to determine whether the report constitutes a complaint or a non-complaint.
 - A complaint means any report involving (i) questionable accounting, auditing, financial reporting, or internal controls; (ii) suspected fraud, theft, or improper use of District assets; (iii) a violation of the District conflict-of-interest policy that results in a financial harm to the District; or (iv) a claim of retaliation against any employee making a good-faith report regarding any of the preceding matters.
 - A non-complaint means a report of any other matter not involving a misuse of the District assets.
3. If the report is deemed to be a complaint, it will be promptly investigated and forwarded to the Chairperson of the School Committee, the Superintendent or the Director of Administration and Finance. If the report is deemed to be a non-complaint, it will be referred to the appropriate executive for follow-up. Some non-complaints may involve serious matters and may require prompt investigation, but may nevertheless not involve misuse of District assets.
4. Each complaint shall be fully investigated, and as far as possible handled so as to protect the privacy of the employee making the complaint. A written report of the outcome of each investigation shall be prepared and delivered to the School Committee.
5. The Director of Administration and Finance shall determine whether the report involves a matter that is 'material' for audit purposes.

Approved 01/08/2009



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GBM: Grievance Information

That it becomes a matter of policy for the School Committee that after a grievance involving a group of teachers is finished at the School Committee level, that the School Committee will issue within 48 hours the summary of the grievance, points of evidence, reasons for the decision and the decision as made by the School Committee.

Policy Adopted 05/15/80



BARRINGTON PUBLIC SCHOOLS

GCC: Educator Absence Policy

I. PURPOSE

The Superintendent, either directly or through their Central Office designee (hereafter “Administration” unless otherwise indicated) is responsible for authorizing educator absences in accordance with this Policy, and the applicable laws referenced herein. This authorization from the Administration is a core educational responsibility essential to carrying out the BPS mission of providing each student with a highly qualified and effective educator for the entirety of each school year; this responsibility, in turn, requires that the Administration be able to plan for and minimize interruptions in the delivery of those educational services. All educators are expected to be regular in attendance as consistent instruction from highly effective staff is in the best educational interest of students. Additionally, educator absenteeism requires the absent educator to be paid as well as a substitute, which redirects resources from the core mission of the District: educating children. This Policy shall be applied in conjunction with the Family and Medical Leave Policy (“FMLA Policy”) and the Reasonable Accommodation Policy (“Accommodation Policy”).

II. Authorized Absences

Educators who are absent from work must receive such authorization prior to, contemporaneously with, or shortly after the absence commences. The following types of absences are authorized:

Short-Term Absence: Educators who experience a short-term illness (requiring absence of 3 consecutive calendar days or fewer) that renders them unable to carry out their work responsibilities or educators who have a family member with a short-term illness that requires the care or supervision of the educator shall notify the appropriate Administration personnel and/or building administrator of the need to be absent and to record that absence in the district’s attendance tracking system as much in advance as possible so that appropriate coverage may be arranged. The educator shall only use this absence (also known as a “sick day”) for its designated purpose and will make every effort to share in the responsibility of caring for a family member with other members of the family.

FMLA/RIPFMLA Leave: An educator who is absent due to their own “serious health condition,” (as described in the FMLA Policy and defined under the law) may be eligible for a job protected leave of 12 and or 13 weeks under the Family and Medical Leave Act and/or the Rhode Island Parental and Family Medical Leave Act. Educators should refer to the FMLA Policy for details about the eligibility and grounds for such leave, health benefits during such leave, and related matters. The Administration is responsible for reviewing requests for FMLA/RIPFMLA Leave and authorizing or denying such leave in accordance with law. A leave under the FMLA/RIPFMLA is unpaid, although the educator granted such leave shall discharge accrued sick or personal time, and thereafter, may seek monies by making an application to the Major Illness Bank, as set forth in the collective bargaining agreement.



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Leave of Absence as Accommodation: An educator who is not eligible for or is denied FMLA/RIPFMLA Leave may be eligible for a leave of absence as a reasonable accommodation under the Americans with Disabilities Act ("ADA") and related state law. The Administration is responsible for reviewing requests for such leave and granting or denying those requests in accordance with the ADA. The duration of the leave is case-specific and can vary from a few days to a longer period but will often be of shorter duration than that permitted under the FMLA/RIPFMLA. A leave of absence as an accommodation is not the same as leave authorized under the FMLA/RIPFMLA. The Administration and educator shall confer and review documentation and information from the educator's health care provider so that the Administration can assess whether the leave is reasonable and for the purpose of enabling the educator to return to work to carry out the essential job functions, and if so, whether granting such leave would nonetheless place an undue burden on the BPS. A leave of absence as an accommodation is unpaid, although the educator granted such leave shall discharge accrued sick or personal time, and thereafter, may seek monies by making application to the Major Illness Bank, as set forth in the collective bargaining agreement.

Other Leave: An educator may request and the Administration may grant other types of leave as permitted and described and subject to the terms set forth under the provisions set forth in the collective bargaining agreement (e.g., bereavement leave, jury or witness leave, educational leave, personal or professional visitation leave). All educators recognize the importance of every school day. Therefore, with regard to personal leave, educators may only utilize these days for personal business that they cannot conduct at any other time. In addition, applying for personal leave immediately preceding or immediately following a holiday or school vacation period, the educator must state in writing the nature of the personal business to be conducted on that day, and must obtain prior approval from the Superintendent to take such personal leave. The Superintendent may limit the number of personal days connected to holidays to two or more consecutive days to maintain the effective operation of the school.

III. Educator Responsibilities

An educator absent from the BPS for any reason is expected to provide adequate, appropriate, current written lesson plans and other pertinent materials relating to schedule, curriculum and instruction planned for the day or whatever period of leave to the principal or their designee, which shall be made available to the substitute educator. In addition, an educator shall cooperate in providing information requested by the Administration is assessing the request, so that the Administration can make timely decisions regarding the authorization of such leave. Overuse or misuse of absence days, failure to notify a building administrator of absence in a timely manner or to follow the automated absence recording procedure, failure to provide medical documentation when requested, or failure to provide lesson plans during an absence may result in disciplinary action.

IV. Administration Responsibilities

The Administration shall:



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1. Maintain appropriately detailed, accurate, and up-to-date absence records regarding all staff;
2. Periodically analyze the frequency of use and reasons for use by educators of absences and leaves of absence;
3. Ensure that all educators timely provide the necessary information for the Administration to assess requests for all types of leave; and
4. Implement disciplinary procedures when necessary.

All building administrators, as directed by the Administration, shall take the following actions in managing absenteeism within the BPS:

1. Ensure that appropriate coverage is provided during an educator's absence(s);
2. Be a point of contact for the educator's advance notification of the request to be absent from the workplace and if a short-term absence, ensure that the automated absence reporting system is functional and monitored;
3. Identify any patterns or trends regarding an educator's absences and report the same to the Administration;
4. After consultation with the Administration, discuss the attendance record reflecting excessive or patterned absences with the educator; and
5. Limit the number of educators out on professional development to ensure the successful management of the school.

Barrington Public Schools School Committee

First Reading: 8/19/2020 Second Reading: 9/3/2020 Adoption: 9/3/2020



BARRINGTON PUBLIC SCHOOLS

GCC: Family and Medical Leave Act Policy

It is the policy of the Barrington Public Schools (BPS) to provide eligible employees with a leave of absence in accordance with the provisions of the federal Family and Medical Leave Act of 1993 (FMLA) and the Rhode Island Parental and Family Medical Leave Act (RIPFMLA).

Eligibility

Employees who are employed at a worksite where fifty (50) or more employees are employed by BPS within seventy-five (75) miles of that worksite are eligible under the FMLA to take up to twelve

(12) weeks of job protected, unpaid leave in a twelve (12) month period if they have been employed for at least one year, and have actually worked 1,250 hours over the previous twelve (12) months.

Reduced Work Schedule or Intermittent Leave

An employee does not need to use FMLA leave in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt BPS's operations. Leave due to qualifying exigencies may be taken on an intermittent basis.

Grounds for Leave Related to a Serious Health Condition or New Child

Eligible employees will be entitled to leave under this policy for any of the following reasons:

1. For incapacity due to pregnancy, prenatal medical care or child birth or to care for the employee's child after birth or placement of a child for adoption or foster care.
2. To care for the employee's spouse, child, or parent with a serious health condition.
3. The employee's own serious health condition which makes the employee unable to perform the duties and functions of the employee's position.

Definition of serious health condition: An illness, injury or impairment, or physical or mental conditions that involves:

1. Inpatient care in a hospital, hospice, or residential health care facility; or
2. Continuing treatment or continuing supervision by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity or more than three (3) consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of



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continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Service member FMLA leave:

An employee who is the spouse, son, daughter, parent, or next of kin of a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform their duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on a temporary disability retired list, may take up to twenty-six (26) workweeks of unpaid leave during a single twelve (12) month period to care for that family member.

Qualifying Exigency FMLA leave:

An employee whose spouse, son, daughter, or parent is on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation, for which there is a “qualifying exigency” as defined under the federal regulations, may receive up to twelve (12) workweeks of unpaid leave. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

An employee who would like to apply for an FMLA leave should review the FMLA Protocol for details related to employee and employer responsibilities, job protection, health benefits, entitlement to paid benefits, and special rules for instructional personnel, available at: <https://www.barringtonschools.org/o/barrington-schools/page/personnel-forms-and-links>

RIPFMLA

Full-time employees who work an average of thirty (30) hours a week or more and have been employed continuously for at least twelve (12) months are eligible for thirteen (13) continuous weeks of unpaid, job protected leave in a twenty-four (24) month period for one or more of the following reasons:

1. Birth of a child of an employee;
2. Placement of a child sixteen (16) years of age or less with an employee in connection with the adoption of such child by the employee;
3. Serious illness of the employee or the employee’s parent, spouse, child, mother-in-law, or father-in-law. Serious illness is defined to mean a disabling physical or mental illness, injury, impairment or condition that involves in-patient care in a hospital, nursing home, or hospice, or out-patient care requiring continuing treatment or supervision by a health care provider.

In order to be entitled to the leave, the employee must give at least thirty (30) days’ notice of the intended date upon which the requested leave is to commence and terminate, unless prevented by medical emergency from doing so. Employees may be requested to provide



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written certification from a physician caring for the person who is the reason for the leave request, which certification will specify the probable duration of the requested leave.

Employees will be restored to the position held when the leave commenced, or an equivalent position.

To the extent an employee is eligible for both FMLA leave and RIPFMLA, both leaves will run concurrently.

Additionally, an employee who has been employed for twelve (12) consecutive months is entitled to ten (10) hours of unpaid leave during any twelve (12) month period to attend school conferences or other school-related activities for a child of whom the employee is the parent, foster parent or guardian. A notice of twenty-four (24) hours prior to the leave must be given to the applicable school principal.

First Read 3/29/2018

Second Read/Approved 4/12/2018



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GCC: Family Medical Leave Act

The School Department shall provide leave under the Federal and State Family Medical Leave Act to all “eligible employees”. The School Department will use July 1 through June 30 as the twelve month calendar to determine the leave cycle. Employees are entitled to up to 13 weeks of leave as defined in RIGL §28-48-2 within the calendar cycle. After ten days out of work or upon receipt of a doctor’s note for more than two weeks, the employee will be notified of the start of FMLA leave for 13 weeks, if eligible, in accordance with State and Federal laws. Employees will be allowed to use all of their sick days for any illness, which would run concurrently to FMLA leave.

Employee will be requested to submit a Certification of Health Care Provider at the start of FMLA leave, and at other intervals as requested by the School Department, and will be responsible for their share for the cost of medical coverage once all sick days have been exhausted. Prior to returning to work, employee must submit a release from their doctor indicating that they are able to return to work. If an employee does not return within 13 weeks and does not apply for leave afforded through their contract agreement, employee will be terminated and health care benefits may be available through COBRA.

Definition of Eligible Employees

To be eligible for FMLA benefits, an employee must:

1. work for a covered employer;
2. have worked for the employer for a total of 12 months;
3. have worked at least 1,250 hours over the previous 12 months; and,
4. work at a location in the United States or in any territory or possession of the United States where at least 50 employees are employed by the employer within 75 miles.

Legal Reference

Federal Law Medical Leave Act (FMLA)

Rhode Island General Laws §28-48-2 through §28-48-12 Approved 10/26/06



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GCCB: Major Illness Policy Bank

Purpose:

The intent of this policy is to provide an illness-bank benefit for administrators and other eligible employees that are not already covered by one.

Policy:

An employee who is on an FMLA/RIPFMLA or ADA Leave because of the employee's own illness or disability or as accommodation to recover from that illness or disability (hereafter and for this section "FMLA/ADA Leave") and who does not have any accumulated sick leave available, may apply to the Major Illness Bank for up to the number of sick days/equivalent that will be sufficient to ensure that they receive 60% of their regular salary uninterrupted for the entire period of such leave. In addition, an employee who is absent from work as a result of an on the job injury caused by something other than assault (as defined in R.I. Gen. Laws § 9-1-31) and is receiving workers' compensation benefits, may seek to supplement their sick leave once they have discharged all their accumulated sick leave by making application to the Major Illness Bank, but only for a period of one calendar year from their date of injury as defined under Chapter 28-33 under Rhode Island General Laws. Nothing in this provision or this Agreement, however, shall in any way expand upon or increase the rights provided for under Chapter

28-33, or the FMLA, the ADA and related state laws, including without limitation the right to reinstatement.

In order to participate in the Major Illness Bank, each employee who is covered by this policy must contribute one (1) day of sick leave per year to the Major Illness Bank. Only employees who contribute to the Major Illness Bank are eligible to apply for benefits, without exception.

The Major Illness Bank shall be administered by a committee consisting of three members, two from the Administration, as designated in writing by the Superintendent, and one from the non-certified pool of employees, appointed by vote of the majority of those members.

- a) The committee shall assess each applicant individually and make the decisions as to whether to grant or deny such benefits by looking at the number of available days in the Major Illness Bank and other concurrent utilizations. The decision shall be largely ministerial to monitor the amount and disbursement of sick leave monies. The committee may consider, at the inception of each fiscal year, establishing a maximum disbursement for each application, to ensure availability of benefits throughout the fiscal year. In no circumstances, however, may members of the committee solicit from or review medical/health data of the applicant or require the applicant to undergo a physical examination to substantiate a request for benefits. The determination as to whether to grant benefits to an applicant shall be by majority vote. A denial of benefits is final and binding.



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- b) In the event that an employee receives benefits from the Major Illness Bank that extend to the end of the fiscal year, and thereafter the employee continues on the same or a new FMLA/ADA Leave into the ensuing fiscal year, the employee must reapply to the Major Illness Bank committee for additional benefits, in accordance with the process described herein.
- c) Any employee who withdraws from the Major Illness Bank will not be permitted to withdraw their contributed days.
- d) In no event shall the charge to the Bank on account of any one major illness or accident of any one applicant exceed one hundred thirty (130) days in total.

On June 30 of any fiscal year, the unused days in the Major Illness Bank may be carried over to the successive fiscal year, provided that the Bank shall not exceed three hundred seventy-five (375) days after combining this "carry over" amount with the contributions to the Bank for that next fiscal year. Thus, at the start of the fiscal year, the maximum amount available for use that fiscal year shall not exceed 375 days.

There shall be deducted from the salary due any employees the amount of any benefit paid for the same period under Workers' Compensation Act of the State of Rhode Island.

First Read: March 16, 2023

Second Read: April 20, 2023



BARRINGTON PUBLIC SCHOOLS

GCEB: Policy on HIV Infected Students and Employees

1. **PURPOSE:** The purpose for establishing a school policy concerning Human Immunodeficiency Virus (HIV) infected employees and/or students in schools is to:
 - A. protect against the transmission of HIV from infected employees and/or students to other employees or students;
 - B. protect the health and well-being of the infected person as well as to enable that person to take part in normal school activities with a minimum of disruption;
 - C. inform students, parents, teachers, school employees, and members of the community about safe practices regarding HIV transmission and the school's HIV policy; and
 - D. provide a basis for the school committee, superintendent, principals, teachers, nurses and physicians, school employees and students to establish necessary preventive health measures, and to inform the public about these measures while still maintaining the rights of confidentiality of an infected individual, should any exist in the school district.

This policy should be implemented along with the OSHA Bloodborne Pathogens Policy and "Guidelines for Prevention of Transmission of Human Immunodeficiency Virus and Hepatitis B Virus to Health-Care and Public-Safety Workers" (better known as the "Universal Precautions" policy). One version of Universal Precautions, adapted from Taking Action on AIDS, is detailed in Section 10 of this policy.

2. **DEFINITION OF HIV INFECTION:** HIV is an acronym for the Human Immunodeficiency Virus. HIV is the virus which causes AIDS, Acquired Immune Deficiency Syndrome. An individual is HIV infected if he/she tests positive on an ELISA test for the presence of HIV antibodies in the blood and is confirmed by a Western Blot (or other medically recognized) test, performed in a qualified medical laboratory. Infected people are described as being HIV positive.

A person may be infected but show no symptoms of illness. People at this early stage of the disease are described as "asymptomatic." Asymptomatic people feel well and are able to work or attend school without limitation.

At a later stage of the disease, the person may exhibit symptoms of AIDS. Persons with symptoms are described as "symptomatic." Symptomatic people may have health limitation, not unlike any other disease, which periodically affect one's ability to work or to attend school. Both asymptomatic and symptomatic persons carry the virus; however, they cannot transmit HIV through classroom or workplace contact with other students or employees. (See Section 3 for routes of transmission.)

3. **ROUTES OF TRANSMISSION:** HIV is transmitted from an HIV infected



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person to a non-HIV infected person in the following ways:



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- A. sexual activity
- B. needle sharing for tattooing, ear or body piercing or to inject drugs, including steroids;
- C. direct infusion from blood or blood products, or
- D. during pregnancy, in the birth process, or after birth from breast milk.

HIV cannot be spread by casual contact, e.g. sitting together, sneezing or coughing on each other or eating together. Both Rhode Island law (G. L. 23-6-22) and the Americans with Disabilities Act of 1990 (P. L. 101-336) expressly prohibit discrimination against individuals who are infected with, or who are perceived to be infected with HIV. Being HIV positive is not grounds for dismissal from employment or enrollment in school. However, if an HIV infected person demonstrates behavior which puts another at risk of becoming infected with HIV (see routes of transmission listed above) then that behavior might lead to an alternative educational placement outside of the school setting. In the case of an employee, behaviors that pose a risk to others would be handled through the regular disciplinary process. The school physician shall participate in this risk assistance.

4. REPORTING HIV STATUS: When an employee or student has tested HIV positive, it is optional for that person to notify the superintendent of schools. Notification of an individual's positive HIV status alone does not justify limiting that person's involvement in the school. Informed individuals will be subject to the requirements of the Rhode Island General Laws

23-6-17 and 5-37.3-7 in the Confidentiality of Health Care Information Act, as well as any and all other relevant federal and state laws and regulations relating to the confidentiality of Health Care Information Act, as well as any and all other relevant federal and state laws and regulations relating to the confidentiality of health care information. HIV related information cannot be transferred or released except as allowed by Rhode Island General Laws (23-6-17).

5. CONFIDENTIALITY OF EMPLOYEE AND/OR STUDENT HIV STATUS: Information concerning the identity of HIV positive employees/students must be kept confidential in accordance with Rhode Island General Laws 23-6-17 and 23-6-18. Any written or electronic records containing this information should be kept in a locked file in the superintendent's office and accessible only to those who have received written permission from the infected person. All school department employees and/or students who receive this information are bound by state and federal confidentiality laws.

6. PERSONS WHO MAY NEED TO KNOW: Persons in the school system who may need to know the identity of an HIV positive employee or student may include:

- A. the certified school nurse teacher and school physician, especially as liaison with the infected person's personal physician (in order to monitor the employee's/.student's health status and to help coordinate medical care;
- B. certain other employees of the school department; and



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- C. the supervisor(s) principal of the employee/student;

The decision to inform personnel should be made by the Superintendent of Schools along with the infected employee/student and parent or guardian and, with a signed release of information, in consultation with the infected person's physician.

7. DISSEMINATION: This policy should be distributed annually through a minimum of the following methods:

- A. each student handbook will reference this policy and its availability;
- B. posting in a conspicuous place in each school and school administration building;
- C. posting in all faculty rooms
- D. dissemination to officials of collective bargaining units;
- E. dissemination and in service to meet the needs of those parents whose language is other than English.

8. RIGHT OF APPEAL: This policy shall provide a student, parent/guardian or an employee with the opportunity to seek amendment to any record, written or electronic regarding his/her own HIV status. This does not foreclose the use of any other remedy such as grievances under a collective bargaining unit.

9. SCHOOL DECISION AUTHORITY: The superintendent of schools, as chief personnel officer, is responsible for ensuring that the purposes of this policy are implemented fully within the guidelines provided by both Rhode Island and federal laws. The superintendent of schools, as the leader of the school district, is expected to demonstrate respect for infected person and to support that person's regular employment or attendance.

10. IMPLEMENTATION: This policy should be implemented in conjunction with an annual review of Universal Precautions and frequent opportunities for students, staff and parents to participate in HIV/AIDS education.

A. **UNIVERSAL PRECAUTIONS** Universal Precautions and the provision of supplies necessary for implementing them. Universal Precautions represent a commitment to safety and prevention. This policy can only work if Universal Precautions are taught annually to all staff and the supplies necessary for implementing them are available and current. Adherence to Universal Precautions should be considered for addition to all staff job descriptions and performance evaluations. The key to understanding and implementing Universal Precautions is to treat all visible blood, from all students and staff, as potentially infected. Six procedures are necessary for the implementation of Universal Precautions.

- 1. Disposable latex gloves should be worn whenever you find yourself in a position where you could be touching any other person's blood.



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2. Washing hands and skin is the single most effective health precaution for all viral and bacterial exposures.
3. Properly cover all wounds, cuts, oozing sores, or rashes.
4. Use bleach to clean up body fluid spills.
5. Clothes soiled with blood, vomitus, urine, or fecal matter should be handled while wearing gloves, placed in leak-proof bags, and washed in water that is at least 160 degrees in temperature.
6. Avoid accidental needle sticks. (Nurses who administer injections should not recap needles. Needles and other sharp items should be thrown away in puncture-resistant containers.)

B. AIDS EDUCATION

A comprehensive ongoing AIDS education program should be available for all students, parents and staff. School nurse teachers and health educators should be involved in the planning and implementation of all components of AIDS education program for parents and staff.

B1. STUDENTS Students are required to receive AIDS education annually as part of comprehensive health education. At each grade level they are provided with information which addresses their fears and examples of how they can enhance the lives of their friends and families who may be infected with HIV. Universal Precautions should be outlined early on in the curriculum. At each level the information on prevention, high-risk behaviors and medical information about the virus is more detailed.

B2. PARENTS If students are to benefit from AIDS education or any AIDS policy, schools must provide a means for parents to become involved with on-going AIDS informational sessions, discussion groups and programs. Parents have fears; sometimes more concerns and questions than their children. Each session should be planned to address their concerns and questions as well as providing them with information on transmission. Parent sessions could be planned to take place prior to the AIDS component in health education each year, and discussion groups and other programs could be planned with parents, annually, to insure that they have the best possible information to discuss this virus with their children.

B3. STAFF All staff need regular professional development in the area of HIV/AIDS. Those who work with and around students need to participate in similar activities as parents. Staff who coach a team, drive buses, clean buildings, provide support services and teach, counsel or administer education are all likely to be confronted with situations where proper use of Universal Precautions and a thorough understanding of how HIV is and is not transmitted, is very important to their/and others health and comfort. Those who teach about the disease and its relationship to other high-risk behaviors, just like parents, students, and other staff, need to deal with their own fears and questions both related to their past and present behavior as well as their role as health educators, school nurse/teachers or elementary teachers of students



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who may be HIV positive. Once these fears are broken down, they need to participate in professional development experiences which will increase their comfort level with teaching about HIV and provide them with assistance in planning and developing meaningful experiences for students.

TECHNICAL ASSISTANCE Staff from the Department of Health, AIDS Office and Department of Education, Office of Integrated Social Services are available to assist school administrators and health personnel in planning sessions for and with parents and staff.

HIV/AIDS GLOSSARY OF TERMS

Acquired Immunodeficiency Syndrome (AIDS) – a life threatening form of HIV infection wherein the body's immune system is incapable of fighting off certain types of disease.

Enzyme-linked immuno-sorbent assay test (ELISA) – a test used to detect antibodies in blood samples, used to detect the presence of antibodies to HIV.

Human Immunodeficiency Virus (HIV) – The accepted name for the recognized causal agent of AIDS.

Sexual Activity – any sexual contact which may involve the transfer of infectious fluids, i.e. blood, semen, vaginal secretions, breast milk.

Universal Precautions – precautions which are undertaken to treat all visible blood, and any bodily fluid which may contain blood, as potentially infected.

Western Blot – a confirmatory blood test for HIV; used after an ELISA test is positive.

References: "HIV/AIDS Terminology", American College Health Association, Rockville, MD, 1989.

Taking Action on AIDS, The Albert E. Trieschman Center, Needham, MA 1990. Resources

For more information, contact the: Superintendent of schools;

Department of Education, Office of Integrated Social Services, HIV/AIDS Specialist 277-4600.
x. 2369

Department of Health, Office AIDS/STDs 277-2320

Rhode Island Project AIDS 1-800-726-1010

CDC National AIDS Hotline 1-800-342-AIDS



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GCQE: School Locker Policy

Lockers, both student and employee, in the school are and remain the property of the Town of Barrington and are in the care, custody and control of the Barrington School Committee.

These lockers may be only used for items related to and for school work. Items that may be stored include outer coats, books, school supplies, etc. No illegal, controlled substances such as alcohol, or non-prescribed drugs, and no prohibited articles such as weapons of any kind whatever may be stored in school lockers. The school administration in each of the public schools has the right and responsibility to search lockers when there are reasonable grounds to believe that prohibited articles may be contained therein and to confiscate such articles.

Every effort will be made to have the student or employee present except in circumstances where either (a) the student or employee is unavailable; or (b) having the student or employee present might jeopardize the safety or welfare of those present in the school building, then the student or employee will be notified by the following school day.

Policy Adopted 06/19/89



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GCRD: Tutoring for Pay Policy

I. PURPOSE To establish guidelines for tutoring for pay.

II. LIMITATIONS ON TUTORING – EMPLOYEES

Barrington Public Schools (BPS) employees may tutor or provide private instruction to BPS students but may not, under any circumstances, tutor or instruct their own students for private compensation. BPS employees shall not be paid by persons other than the School Committee to conduct after-hours activities in BPS facilities for children who are, or might reasonably be expected to be, their own students. Waivers of this limitation will be considered when, in the judgment of the principal, a conflict of interest will not be created thereby. This limitation applies regardless of whether the tutoring or private instruction occurs on BPS property or elsewhere. Employees may not provide private instruction or tutoring for pay that presents a conflict of interest with their regular BPS employment, under the current versions of, Conflict of Interest Policy and Rhode Island Code of Ethics, Rhode Island General Laws § 3614-1. Employees may not require their students to obtain a tutor for pay, regardless of who the tutor is or where the tutoring occurs.

III. PROCEDURES FOR ALL TUTORS AND PRIVATE INSTRUCTORS

- A. Individuals providing private tutoring or instruction for pay do so as independent contractors, not BPS employees, and must notify parents of that fact through a notice satisfactory to BPS (see attachment).
- B. Instructors may only receive compensation for tutoring or private instruction that occurs outside contract hours, regardless of where the tutoring occurs.
- C. Instructors may not advertise their for-pay tutoring or private instruction services through BPS, regardless of where the tutoring occurs. This limitation does not apply to supplemental educational services instructors (SES) providing tutoring pursuant to No Child Left Behind (NCLB) requirements or Individual Education Plans (IEPs) requirements.
- D. Instructors who wish to use BPS facilities to tutor or provide private instruction must comply with the current version of the Facilities Use Policy. The instructor may not contract with school support groups (e.g., PTOs or Boosters) as a means of avoiding community use fees.
- E. An instructor who is not a BPS employee must have a criminal background check satisfactory to the Rhode Island Department of Education, regardless of whether the instructor is working for pay or as a volunteer. Instructors tutoring for private compensation are responsible for the cost of fingerprint and background checks. On request of BPS, these instructors must produce documentation that they have complied with the criminal background check requirement.



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GDBD: Non-Certified Employee Benefits Policy

Compensation

The salary schedule shall be in the annual amount set forth in the individual Employment Agreements.

Paid Time Off

1. Holidays

The following holidays shall be paid holidays for Non-certified, Non-union employees:

New Year's Day

Indigenous Peoples' Day

Martin Luther King Jr. Day

Veterans Day

Presidents' Day

Thanksgiving Day

Good Friday

Day after Thanksgiving

Memorial Day

Christmas Eve

Juneteenth

Christmas Day

Independence Day

New Year's Eve

Victory Day

Presidential Elections

Labor Day

2. Vacation Leave

All twelve-month non-union, non-certified employees are entitled to vacation time, to be awarded at the start of each fiscal year (July 1 st). No vacation time shall be carried over from one fiscal year to the next. Vacation days will be prorated for any employee who begins working after July 1st of each fiscal year.



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The amount of vacation time will be determined in each individual employment agreement.

3. Personal Leave

Non-union, non-certified employees shall receive four (4) days of personal leave at the start of each fiscal year (July 1 st), which shall not be carried over to the next fiscal year. Unused Personal Days will be added to the employee's sick day balance each June 30th, subject to the limits defined below.

4. Sick Leave

Twelve-month non-union, non-certified employees shall be granted twenty (20) days of sick leave annually at the start of each fiscal year (July 1st), cumulative to a maximum of one-hundred-and-twenty (120) days. If any non-union, non-certified employee who has accrued more than 120 sick days uses such days so as to decrease their accrual below 120 sick days, they shall thereafter be subject to the 120 sick day maximum. At such time as the employee has accumulated over the maximum of one hundred fifty (120) sick days, they shall be paid

\$50 times the number of days in excess of 120 days. Payment shall be made effective as of the first School Department payroll period in July.

Employees hired prior to December 1, 2023 will maintain their current sick accruals and maximum accrual allowances. These will be identified in each individual employment agreement.

2. Sick Bank

See MAJOR ILLNESS BANK Barrington Public Schools Policy for Administrators & Non-certified Employees

6. Protected Leave

Non-union, non-certified employees shall be entitled to job-protected leave in accordance with the policies implementing the Rhode Island Pregnancy Discrimination Act, the Family and Medical Leave Act, the Rhode Island Parental and Family Medical Leave Act, and as required under the Americans with Disabilities Act and related state law.

7. Parental Leave

Non-union, non-certified employees may take unpaid parental leave to care for a newborn or newly adopted child for a maximum period of one calendar year from the date of birth or adoption. Any such period of parental leave shall run concurrently with leave under Rhode Island or federal law (such as FMLA/RIPFMLA leave), during which period the employee shall discharge their accrued sick leave. To the extent that parental leave extends after the expiration of FMLA/RIPFMLA leave, the employee shall be afforded the opportunity to continue to receive coverage under the group medical and dental health plans, at their own expense, by paying the plan's "working rate" in advance of each calendar month. An employee who elects to take parental leave must notify the Superintendent in writing at least thirty (30) days prior to



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the commencement of such leave and must notify the Superintendent of the expected date of return to work at least thirty (30) days in advance of that date.

8. Bereavement Leave

All non-union, non-certified employees shall be entitled to a leave of absence of five (5) consecutive workdays without loss of pay in the event of the death of that employee's child (including stepchild), grandchild, spouse or domestic partner, parent (including step-parent), sibling, or in-law (mother, sister, daughter, father, brother, son). In the event of the death of any other relative, the employee shall be allowed a paid leave of absence of up to three (3) consecutive workdays, subject to the grant of additional time at the discretion of the Superintendent.

9. Jury Duty

Should a non-union, non-certified employee be called for jury service or summoned for temporary court service in which the personal interest of the employee is not involved, they shall be paid the difference between their regular salary and that received by the court for such services. Evidence of such summons shall be submitted in writing to the Superintendent and such evidence shall be submitted prior to the absence whenever practicable. Evidence of salary received must be submitted before the adjustment is made in salary. Jury or witness leave shall not be charged to sick leave.

10. Military Leave

Non-union, non-certified employees engaged in military service receive all the protections of the Uniformed Services and Employment and Reemployment Rights Act of 1994 (USERRA), 38 U.S.C. SS 4301-4334. Any non-union, non-certified employee entering the military service shall be afforded credit for salary adjustments for the time spent in military service.

11. Education Leave

Upon recommendation of the Superintendent, The School Committee may grant an unpaid leave of absence to a non-union, non-certified employee for the purpose of advancing the employee's professional development and/or leadership knowledge, skills, or training. The leave shall be unpaid, although the employee shall be afforded the opportunity to continue to receive health care coverage under the group medical and dental plans, at their own expense, by paying the plan's "working rate" in advance of each calendar month. The granting of such leave shall be discretionary with BPS, which discretion shall not be exercised in an arbitrary or discriminatory manner.

No requests for educational leave shall be granted by BPS unless as a condition thereof, the employee shall agree to return to employment in BPS for a period twice as long as the duration of the educational leave allowed.

Indemnification



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Non-union, non-certified employees are protected in accordance with R.I. Gen. Laws S 9-1-31, as it may be amended from time to time. Any paid time awarded under this law shall not be deducted from any sick leave that the employee has accrued.

Benefits

1. Medical and Dental Insurance

The district will pay for 80% of the PPO Coinsurance Benefit Plan for non-union, non-certified employees. Coverage includes individual, family, or domestic partner for those eligible

The district shall provide a plan of healthcare insurance, as outlined in the Summary of Benefits and Coverage, available on the BPS website subject to changes. The benefits as described in the Subscriber Agreement shall remain in effect for the period of contractual agreement with the employee. The employee acknowledges that the Plan Administrator (current plan administrator is Blue Cross) reserves the right to adjust the benefits in various circumstances including change resulting from any state or federal law or regulation.

The district will pay for 80% of the cost of dental insurance with Student Rider (to age 23). Coverage includes individual, family, or domestic partner for those eligible

Employees hired prior to December 1, 2023 will retain their current health and dental coverage benefits.

2. Buyback

Non-union, non-certified employees who elect not to receive medical and dental coverage through BPS shall receive an annual payment of One-Thousand-And-Five-Hundred-Dollars (\$1,500), for forbearance of medical coverage, and Two-Hundred-And-Fifty-Dollars (\$250), for forbearance of dental coverage. An employee who makes such an election may re-enroll in either or both plans only on the plan's anniversary date, or upon a qualifying event date, provided however that an employee who has made an election because of duplicate coverage may re-enroll, as permitted by the carrier, immediately upon the loss of such duplicate coverage.

Effective December 1, 2023, all employees covered by this policy who marry persons employed by the Committee or Town and who receive health insurance through the Committee or Town, will no longer receive a buyback payment.

Employees hired prior to December 1, 2023 will retain their current buyback benefit amounts.

3. Life Insurance

Non-union, non-certified employees shall receive term life insurance coverage for the duration of the time they are employed by Barrington Public Schools. The amount of the life insurance coverage will be determined in the individual employment agreements.

Retirement



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1. Employees' Retirement System of Rhode Island

Eligible employees shall receive retirement benefits as required under Rhode Island General Laws S 16-16.

2. Severance

A non-union, non-certified employee who retires by applying for and receiving pension benefits from the Employees' Retirement system of Rhode Island shall receive a one time, lump-sum retirement payment equal to \$150.00 for each year of service with BPS. The maximum payment allowed will be four-Thousand-Five-Hundred dollars (\$4,500.00).

3. Health Insurance

Upon direct retirement from service with BPS, non-union, non-certified employees shall be entitled to the same health insurance coverage (but not including dental coverage) under the same terms and conditions (e.g., co-share contributions, deductibles, and co-payments) as are offered to other non-union, non-certified employees under this policy, as it may be changed from time to time, subject to the following limitations:

Individuals who have greater than five (5) years of continuous service at the time of retirement shall be entitled to receive individual coverage for five (5) consecutive years commencing with the date of retirement or until the employee is eligible to participate in federally subsidized healthcare programs including Medicare, whichever comes first.

Professional Development

1. Conferences

Non-union, non-certified employees may attend professional conferences subject to reasonable reimbursement for expenses associated with such attendance. The employee seeking reimbursement must obtain approval from the Superintendent or designee prior to attendance. If the employee is requested to attend a mandated conference for the benefit of BPS, the cost of attendance shall be paid by BPS.

2. Tuition Reimbursement

Non-union, non-certified employees shall receive reimbursement for tuition expenses in the amount of eighty percent (80%) of such tuition costs after offset by any aid or support from outside sources, provided that the total reimbursement by BPS shall be subject to a maximum of \$1,000 per course and a fiscal year maximum of \$3,000 per individual and \$5,000 per individual for a Doctorate program, and further subject to the following conditions: (a) the employee must have completed one (1) year of employment with BPS; and (b) the employee shall not be reimbursed for any course in which they earn a grade of "C" or lower; and (c) the employee must receive prior approval from the superintendent or designee prior to reimbursement.

3. Advanced Degrees



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Non-union, non-certified employees who have been awarded a Doctorate (Ph.D., Ed.D.) or a Juris Doctor Degree shall receive a \$4,000 payment. This sum shall be an annual payment, to be added to the base.

4. Memberships

Non-union, non-certified employees shall receive one professional association membership to be paid by BPS.

First Read: December 7, 2023

Approved December 21, 2023



BARRINGTON PUBLIC SCHOOLS

GDC: Recruitment and Selection

Nonacademic

Nonacademic employees of the School Department shall be recommended by the Superintendent and elected by the School Committee.

It shall be the duty of the Superintendent of Schools to see that persons appointed shall meet all qualifications established by law and by the School Committee for the type of position for which nomination is made.

Part-Time Employees

The Superintendent may hire part-time employees on an hourly basis for short periods of time to take care of emergencies.

Policy Adopted 06/25/58 Amended: 10/08/58



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HH: Negotiations

All negotiations between the School Committee and recognized employee groups are conducted subject to Chapter 28 "Labor and Labor Relations" of the Rhode Island General Laws.

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." The School Committee will negotiate in good faith on appropriate concerns. It will deal with staff negotiating units openly and fairly, and will sincerely endeavor to reach agreement on items being negotiated, that are proper for negotiation.

Nothing in negotiations shall abridge the School Committee's legal responsibilities nor will any employee's rights and privileges under state statutes be impaired.

The School Committee presently recognizes three employee bargaining organizations. They are as follows:

- The Barrington Educational Support Team (NEARI/NEA/BEST) which represents the secretaries, clerks, teacher assistants and bus drivers;
- The United Steelworkers of America AFL-CIO-CLC Local #14845/02, SWA which represents the custodial and maintenance workers; and
- The NEA Barrington (NEAB) affiliated with the National Education Association Rhode Island/NEA (NEARI) which represents certified teachers for purposes of this policy, "certified teachers" means certified teaching personnel employed in the public school systems in the state of Rhode Island engaged in teaching duties, including support personnel whose positions require a professional certificate issued by the State Department of Education and personnel licensed by the Department of Health; or other non-administrative professional employees.

Superintendents, assistant superintendents, principals, and assistant principals, directors, technology personnel and confidential secretaries, are excluded from the provisions of this policy.

Legal Reference

Rhode Island General Laws §§ 28-7, 28-9.3, 28-9.4, 16-2-9

Approved 06/15/06



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IA: Program of Studies Policy

I. PURPOSE

The School Committee recognizes that the High School Program of Studies is a critical element in assisting students to develop long term educational and career planning goals.

II. DEFINITIONS

Barrington Public Schools will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district, in accordance with the BPS Decision Making Policy and Protocols.

The Principal, in collaboration with the central administration, will have authority to approve new programs and courses of study after they have been thoroughly evaluated by the high school leadership team and central administration and found to support educational goals.

The Committee will be informed of all new courses and substantive revisions in curriculum in January of each school year. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for the following school year.

Barrington Public Schools School Committee

Policies and Regulations

BPS Decision Making Policy and Protocols

First Read 8/18/2022

Approved 8/25/2022



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IE: Organization of Instruction

The overall organization plan of the School Department shall be designed to facilitate the philosophy of educating every child, each to his or her fullest capacity.

The School Committee is responsible for public education, K-12, throughout the School Department. The School Committee may elect to provide educational programs for pre-school students and adults, and shall provide any other programs as required by law.

The grouping patterns and housing of instructional levels in school facilities throughout the School Department, and the administration of the instructional programs, will be according to plans developed by the Superintendent and the administrative staff and approved by the School Committee.

Approved 10/17/02



BARRINGTON PUBLIC SCHOOLS

IFK: Graduation Requirements (class of 2023 and beyond)

The Rhode Island Department of Education (RIDE) has developed a Diploma System that affects all public high school students.

To meet the needs of a diverse and unique student population, Barrington Public Schools (BPS) has developed a diploma system that builds upon the Rhode Island Model. Upon successful completion of the criteria outlined in this policy, students will achieve a Rhode Island Diploma, which may include a Commissioner's Seal for high achievement on state assessments, a Seal of Bilingual Literacy for demonstrated performance in English and one other language, and/or an Experiential Pathway endorsement in up to two areas.

Transcript Requirements

Commencing with the graduating class of 2021, Local Education Agencies (LEAs) shall include designation notation for Commissioner's Seal, Seal of Bilingual Literacy, and/or Pathway endorsement on permanent high school transcripts and diplomas of all students who meet Rhode Island Council of Secondary and Elementary Education-defined criteria.

Rhode Island Diploma Requirements

To achieve a Rhode Island Diploma, students must earn 23 academic credits or combination of credits and Pathway criteria outlined below. As a part of the successful completion of these credits, students must also demonstrate proficiency in six core academic areas (English, Mathematics, Science, Social Studies, Technology, World Languages***, and the Arts) through measures including standards-based portfolio review, state assessments, common proficiency tasks, and common performance-based tasks that incorporate applied learning skills. To help individual students attain proficiency, an Individual Learning Plan (ILP) must be created to provide the framework to identify a student's goals and the actions used to achieve the necessary skills for success.

The specific requirements that students must meet in order to graduate with a Rhode Island Diploma are as follows:

- Traditional Diploma: Successful completion of a minimum of 23 academic credits.
- Diploma with One Experiential Pathway Endorsement: Successful completion of a minimum of 22 academic credits, an internship or similar experience connected to the student's Pathway, and an application project connected to their Pathway that demonstrates mastery of related skills. Three of the student's courses must link to the Pathway, beyond core requirements. The application project may be the Senior Project.
- Diploma with Two Experiential Pathway Endorsements: Successful completion of a minimum of 21 academic credits, two internships or similar experiences connected to the student's Pathway, and two application projects connected to their Pathway that demonstrate mastery of related skills. A minimum of three and a maximum of six of



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their



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courses must link to the Pathway, beyond core requirements. One application project may be the Senior Project.

- Approved Transition Experiential Pathway: Successful completion of a minimum of 21 academic credits with proficiency and measures as outlined in the student's Individual Education Program (IEP) along with the requirements for the specific Pathway(s). This Pathway may be selected no later than Spring of Sophomore year for students requiring significant modifications, and must be agreed upon by the IEP team, including families, and students. This Pathway will not be awarded for circumstances other than approval through the IEP process. Students in the Transition Experiential Pathway will complete a transition plan, including a career and/or life experience and aligned application project.

In addition, all students in each of the Diploma options must show

- Demonstration of proficiency in six "core academic areas" (English, Mathematics, Science, Social Studies, Technology, World Languages***, and the Arts)
- Successful completion of the performance-based graduation requirements:
 - One proficiency task or portfolio per six core subject courses per year that assess the 9-12 grade level standards
 - Senior Project
 - Successful completion of an Individual Learning Plan (ILP)
 - Participation on the state assessment for sophomore and junior years
 - Financial Literacy Demonstration

Students who are below proficient on the school based proficiencies or state assessment may be placed on a progress plan and receive interventions and supports to meet the required level of proficiency. families of students not meeting the assessment scores and proficiency on school based assessments will be notified and will meet with the school counselor and the student(s) to develop the progress plan. families of students who are placed on graduation proficiency progress plans will be notified of progress by the Response to Intervention or Special Education Case Manager at each marking period.

Special Education Considerations

Barrington Public Schools believes that all students who successfully complete established and approved graduation requirements outlined in collaboration with school officials deserve a high school diploma. Students who achieve modified proficiency standards applied to coursework requirements and who are eligible for the alternate assessment or who require a Transition Pathway including significant interventions and supports under federal law, state rules and



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regulations, and as noted in the student's Individualized Education Plan (IEP), may, at LEA discretion, be awarded a diploma.

As such, to achieve a high school diploma, students working toward modified proficiency standards may opt to enroll in an alternate Transition Pathway for graduation with recommendations from school officials and approval from the IEP team, including families and students in Spring of Sophomore Year again. The requirements for this individual Pathway will be established with the High School Proficiency Based Graduation Team and other relevant school professionals.

Students who successfully complete this transition pathway program in accordance with their IEP will receive a high school diploma. The successful criteria for completing this program are as follows:

- Successful completion of a minimum of 21 academic credits inclusive of transition courses and pathway program as documented in the student's ILP. Courses may include internship, family and consumer science courses, daily life, career exploration, business and finance courses, Science, Technology, Engineering, Arts, Mathematics (STEAM), etc.
- Successful completion of Senior Project.
- Successful completion of an Individual Learning Plan (ILP).
- Successful completion of transition courses and career/life experiences as documented in the student's ILP or individual transition plan.
 - Successful completion of the requirements for a stackable work-readiness certificate identified as a component of their transition plan.
- Participation on the state assessments in sophomore and junior year, or alternate assessment in junior year.
- Demonstration of financial literacy.
- Special Education Notification A student who has an active Individual Education Program (IEP), may be eligible for a Free and Appropriate Public Education (FAPE) until the age of twenty-two.

Eligible students who meet these criteria may opt to participate in graduation ceremonies at the end of their fourth year of high school, or during the year in which they turn twenty-two years of age.

The IEP team will notify the high school principal prior to October of the school year in which the student wishes to participate in graduation activities and ceremonies. Participation in graduation activities and ceremonies under this policy will not affect a student's right to receive FAPE, or to receive a diploma in the event that the student should subsequently meet the graduation requirements.



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Courses Beyond Barrington High School

Students can meet the requirements set forth in this Section, inclusive of the content-area course requirements, through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line learning, experiential learning opportunities, and other non-traditional academic and career-readiness learning experiences. See Barrington Policy on Dual and Concurrent Enrollment.

Experiential Pathways

Experiential Pathways are optional, comprehensive endorsements that students can share with college admissions and/or career employers. These endorsements round out a student's portfolio, demonstrating their passion and skills in real-world application of their strong content skills, ability to communicate, collaborate, create, and think critically.

Pathway Endorsement Areas

Beginning with the class of 2021, students may earn a Pathway Endorsement in one or two of the following: (1) The Arts (2) Business and Industry (3) Humanities and World Languages (4) Public Service (5) STEM (6) Teaching.

This comprehensive set of endorsement areas reflects the current course cluster and pathway work that is already underway in Rhode Island secondary schools and/or are reflective of RIDE's priorities (i.e. the Teaching Pathway Endorsement). A study of existing cohort-based programs in Rhode Island schools has provided the information about current course cluster and pathway work. The chosen endorsement areas allow for all existing cohort-based programs in Rhode Island to be structured in such a way as to lead to a Pathway Endorsement in one or two of the six Pathway Endorsement areas.

The Three Components of an Experiential Pathway Endorsement

Students are eligible to earn an Experiential Pathway Endorsement if they have successfully completed three components: (1) academic study, (2) career and interest engagement, and (3) application of skills. The criteria to fulfill each of the three components are outlined in the Program of Studies commencing with the Class of 2021.

Career and Technical Education (CTE) Certificates

In addition to Experiential Pathways, Barrington High School continues to offer CTE certificates in Pre-Engineering, Computer Sciences, and TV Production. Career preparation programs are the most intense level of career and technical educational services available to secondary students. Career preparation programs provide students with rigorous academic and technical training and deep preparation for entry into postsecondary education, training programs, and/or careers. Career preparation programs are distinguished from career awareness and career exploration programs and activities by the depth and rigor of the education and technical training provided, the number of contact hours and/or sequenced, non-duplicative courses that



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focus on skill development in a single career-based or occupational area, and the opportunity to earn industry-recognized credentials whenever applicable to the program, and/or postsecondary

credits, and/or advanced standing in training programs or jobs. Students working toward a CTE certificate must successfully complete a rigorous industry-approved assessment and/or job-placement.

Approved 03/04/1999

Approved 06/17/1999

Approved 10/07/2004

Approved 05/04/2006

Approved 01/08/2009

Approved: 10/29/15

Approved: September 14, 2017

Revised December 05, 2019

Approved January 09, 2020



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IG: Learning Environment Policy

Committee that all Barrington Public Schools educators will commit to the full implementation of and compliance with the entirety of the RIPTS and the RICPR, including but not limited to the following particular RIPTS Standards and RICPR Core Principles:

RIPTS Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

RIPTS Standard 7: Teachers work collaboratively with all school personnel, families, and the Student Priorities:

The Superintendent shall establish and maintain a learning environment that is safe, healthful, non-discriminatory, respectful, and conducive to effective learning.

The Superintendent shall:

1. Maintain a school climate that supports and encourages high student achievement.
2. Protect all confidential student information.
3. Ensure that student behavior expectations, including consequences for behavioral violations, reflect community values and are:
 - a. Collaboratively developed;
 - b. Based on best practices, including positive behavior reinforcement;
 - c. Clearly defined, communicated, supported, and
 - d. Consistently enforced.
4. Provide healthful school environments that promote proper exercise and nutrition.
5. Address any behaviors, actions, or attitudes by adults that hinder the academic performance or the well-being of students.
6. Mitigate inappropriate, disrespectful, disruptive, or dangerous behavior by students or adults on school property or at school sponsored events.

The Barrington School Committee endorses the full and comprehensive implementation of all parts of the Regulations Governing the Certification of Educators in Rhode Island, which regulations include both the Rhode Island Professional Teacher Standards (RIPTS) and the Rhode Island Code of Professional Responsibility (RICPR). Specifically, as it pertains to this policy, it is the expectation of the Superintendent and the Barrington School broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.



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RIPTS Standard 11: Teachers maintain professional standards guided by legal and ethical principles.

RICPR Core Principle 1. Responsibility to Students: Rhode Island Educators' first commitment is to ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society.

RICPR Core Principle 2. Responsibility to Self: Rhode Island Educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance

RICPR Core Principle 3. Responsibility to Colleagues and the Profession: Rhode Island Educators are committed to work with school and district colleagues and as members of professional communities to establish and implement initiatives that will further student learning.

RICPR Core Principle 4. Responsibility to Parents and the Community: Rhode Island Educators are committed to collaborate with families and communities to offer a quality education to all students.

RICPR Core Principle 5. Responsibility to Rhode Island Board of Education: Rhode Island Educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts.

It is the expectation of the Barrington School Committee that any concerns relevant to the safety and well-being of students in the Barrington Public Schools be brought to the immediate attention of the building principal who will immediately notify the Superintendent of reported concerns.

Building principals and the Superintendent shall respond promptly to and address any identified failings and inadequacies in compliance with the requirements of both the RIPTS and the RICPR and administer any and all appropriate compliance and/or disciplinary measures.

Approved 02/12/2015

Adapted from the Fairfax County (Virginia) School Board



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IGA: Teacher Course-Student Policy

Barrington Public Schools fully adopts the Rhode Island Department of Education's Teacher-Course-Student (TCS) connections in compliance with the Basic Education Program, through the provision of data that will populate the Instructional Management System (IMS) and our Educator Performance and Support System (EPSS) so that we can begin to use classroom-level data to inform our school, district and state-level decisions about policy, practice, and resources.

The connections between teachers and their students are critical to using the Instructional Management System, determining growth scores for Median Growth Percentiles, and accessing the Educator Performance and Support System.

There are two important terms that will be used throughout this document. They are:

1. **Teacher of Record:** The teacher of record is the teacher responsible for content instruction and determining student grades. The teacher of record is the designated educator identified as "highly qualified" for federal reporting purposes.
2. **Contributing Educator:** A contributing educator is the teacher who has an assignment that is expected to contribute to the literacy or mathematics development of students. Many teachers may be identified as contributing educators for a class or course.

TEACHER-COURSE-STUDENT (TCS) ROSTERS

Teachers and administrators will also be able to access student information through Rhode Island's Instructional Management System (IMS). The IMS will provide district curriculum, formative assessment modules, interim assessments, and local assessment data to guide daily decision-making, inform intervention planning, collect evidence of effectiveness, such as Response to Intervention data, and practice. Similarly, the Educator Performance and Support System (EPSS) will provide access to all professional goals, Student Learning Objectives (SLOs), rubrics, and data associated with the evaluation model. The Rhode Island Model of Educator Evaluation calls for annual evaluations for all teachers, with a focus on educator-evaluator collaboration and feedback to fuel professional growth, and specific goals and objectives to measure progress. The Educator Performance and Support System (EPSS) will allow teachers to set goals and objectives for the specific students who are on their rosters. The IMS and EPSS will require teacher-course-student rosters for all teachers and administrators in a district. These rosters will allow an educator to have a single sign-on for both systems. The sign-on will comply with all security and access decision associated with each tool.

SUBMITTING AND VERIFYING ROSTERS

RIDE has developed a data collection process for collecting teacher-course-student rosters. This process will take into account the rosters needed for all teachers to have access to the IMS and EPSS and the additional coding that would be needed for teachers who are



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contributing educators. Teachers and principals will also verify rosters to ensure all information is accurate. District leadership will sign off to confirm that all processes have been followed and information is accurate.

CONTRIBUTING EDUCATORS FOR EDUCATOR EVALUATION

Rhode Island's Educator Evaluation Standards require that judgments about effectiveness must rest primarily on student growth and learning. There are two approaches that will be used to inform student growth and learning. The first is through Student Learning Objectives. The second data source will be derived from Median Student Growth Percentiles. The Median Student Growth Percentiles are available in literacy and mathematics for students in grades 3 through 7. More information on the methodology for calculating student growth percentiles can be found on RIDE's website, as we move from NECAP to PARCC assessments we anticipate that we will expand the use of growth scores to the high school level.

A "contributing educator" is the term used to describe an educator who has an assignment that is expected to contribute to the literacy or mathematics development of students. This document includes procedures for determining which educators contribute to literacy or mathematics learning.

"Contributing Educator"

The following guidelines present the minimum requirements for identifying who is a Contributing Educator:

1. Teachers in grades 3 through 7 who teach English Language Arts (ELA)/literacy and/or mathematics are "contributing educators"
 - Policy: Teacher of record is a contributing educator PK-12 for ELA/literacy and/or mathematics.
 - Implementation: All current sections of ELA and mathematics will be coded with primary staff being teacher of record and contributing educators ELA or math.
 - Ongoing maintenance: Once the school year has started, changes in primary staff must be made with start and end date – initially this will occur through an email to tech support. Student changes will be made, as has been our practice, at the school level.

Co-Teaching Educators

2. Two educators who co-teach ELA/literacy and/or mathematics will both be "contributing educators" for the same group of students. (Combinations may include general educators, special educators, ESL educators, etc.)
 - Policy: Primary teacher will be teacher of record and contributing educator, co-teacher(s) will be contributing educators. Co-teaching will be designated as spending at least 50% of instructional time with the class.



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- Implementation: Same as 1
- Ongoing maintenance: Same as 1

Special Educators

3. Special educators who provide interventions based on a student's Individualized Education Program (IEP), regardless of location, is a contributing educator for the student or group of students receiving intervention in English language arts/literacy and/or mathematics

- Policy: Special educators providing interventions will be considered a contributing educator if the student has an ELA or mathematics related IEP goal.
- Implementation: 3 courses will be created in each school for case managers, ELA contributing educators, and math contributing educators. Initial rosters for each educator will need to be created. Secondary level leaders and elementary principals will provide and be responsible for reporting changes to rosters.
- Ongoing maintenance: Student changes will be made, as has been our practice, at the school level.

4. Special educators who are the teacher of record in ELA/literacy and/or mathematics are also the contributing educators in these content areas

- Policy: Same as 1
- Implementation: Same as 1
- Ongoing maintenance: Same as 1

Reading Specialists

5. Reading specialists for ELA/literacy

- Policy: Reading specialist providing interventions based on targeted intervention will be considered an ELA contributing educator.
- Implementation: Same as 3
- Ongoing maintenance: Same as 3

ESL/Bilingual/Dual Language Educators

6. All ESL teachers are contributing educators for ELA

- Policy: ESL teacher will be considered an ELA contributing educator to students on caseload.
- Implementation: Same as 3
- Ongoing maintenance: Same as 3



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7. Bilingual/dual language teachers who teach an ESL or English component are contributing educators for ELA/literacy

- Policy: Not Applicable
- Implementation: N/A
- Ongoing maintenance: N/A

8. When ESL and bilingual/dual language teachers are teaching mathematics such as a sheltered ESL mathematics class or an elementary Spanish classroom in a dual language strand, they would also be contributing educators for mathematics

See 7

9. ESL and bilingual/dual language teachers who are teaching science are contributing educators for mathematics when the science content also maps to mathematics standards

See 7

10. All ESL and bilingual/dual language teachers who co-teach a mathematics class are contributing educators for mathematics

See 7

11. ESL and bilingual/dual language teachers who co-teach a science class are contributing educators for mathematics when the science content also maps to mathematics standards

See 7

Clarifications

1. Long-term substitute teachers are contributing educators if they meet the guidelines defined in this document.

- Policy: Long-term substitute teachers will be considered teacher of record and contributing educator when the teacher is determined to be on a district approved leave of absence.
- Implementation: Same as 1
- Ongoing maintenance: Same as 1

2. Student teachers are not contributing educators. The supervising teacher is the contributing educator.



JEC Student Attendance Policy

- I. Regular and punctual attendance of every child is the desired goal of Barrington Public Schools (BPS) in order to support meaningful engagement in their education.

Parents, guardians, and students are expected to support their attendance by limiting absences, tardiness, and early dismissals to those which are necessary for the welfare of the community, student, or to support a student's participation in cultural or religious ceremonies.

Each school's handbook outlines excused and unexcused absence reasons. Frequent or prolonged absence or repeated tardiness without satisfactory reasons shall be addressed by building administrators or their delegates. Every effort will be made to support the student and their families/guardians in order to reduce absence or tardiness.

Support of students with school avoidance will be provided by school counselors and administrators.

Perfect attendance awards will not occur to ensure the equitable celebration of all students.

¹Per [RIGL §16-19-1](#),
[RIGL §16-19-10](#)

Barrington Public Schools School Committee

Policy Adopted
First Read 8/6/2020
Approved 8/19/2020



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3. Students may be assigned to as many educators as needed. For example, one student may have multiple educators supporting their ELA/literacy development, (e.g. general educator, reading specialist, special educator, ESL educator, and social studies teacher).

4. Some teachers may co-teach either formally or informally, (e.g. divide students between both classrooms and re-group both classrooms of students for mathematics). In either case, they are considered contributing educators for literacy (ELA) and/or mathematics as the case may be.

- Policy: Co-teaching in this model will be handled on an individual basis.
- Implementation: Same as 2
- Ongoing maintenance: Same as 2

5. Special educators are only contributing educators for students whom they teach.

6. Instructional coaches who only work with adults are not contributing educators.

Instructional Model and Assignments

1. Middle Schools must determine their instructional model and identify “contributing educators” based on that model.

- Policy: Same as 1
- Implementation: Same as 1
- Ongoing maintenance: Same as 1

2. School librarians have different roles depending on the district’s structure. Districts must clarify whether their school librarians are expected to contribute to the literacy development of students in which case they should be listed as a contributing educator to all of the students in the school. Or, whether the school librarians manage the library and don’t explicitly teach literacy skills of research, writing, or reading in which case they will be evaluated as a support professional.

- Policy: Secondary School librarians will be evaluated as support professionals. Elementary School Librarians Same as I
- Implementation: Secondary N/A Elementary School Librarians Same as I
- Ongoing maintenance: Secondary N/A Elementary School Librarians Same as I

3. Some districts have asked if it’s possible to identify all educators as “contributing educators” for English language arts/literacy or mathematics or both content areas. That is possible. The district would have to provide student rosters for all students every educator teaches so that Median Growth Percentiles can be calculated for each educator’s specific student roster.

- Policy: Not Applicable



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- Implementation: N/A
- Ongoing maintenance: N/A

4. Educators who facilitate virtual learning classrooms by providing instructional support or correcting assignments in either ELA/literacy or mathematics are “contributing educators”.

- Policy: Same as 1
- Implementation: Same as 1
- Ongoing maintenance: Same as

1 References:

Basic Education Program, 2009 RI Teacher Evaluation Model

First Read: February 14, 2013

Second Read: February 21, 2013

Adopted: February 21, 2013 Amended:



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IGAC: Recognition of Religious Holidays

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of this Committee that the Barrington Public Schools shall, at all times and in all ways, be neutral in matters of religion. This means that the Barrington Public Schools

- shall assume no role or responsibility for the religious training of any student;
- and
- shall in no way become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality should neither preclude nor hinder the Barrington Public Schools in fulfilling its responsibility to teach tolerance and respect for religious diversity.

Holidays of different religions presents a natural and convenient opportunity for providing learning experiences to develop understanding, appreciation and respect for religious diversity. The Committee approves of this opportunity with the following caveats:

1. For the purposes of this policy, recognition shall mean the acknowledgement of the existence of holidays associated with various religions. It shall not include celebration or glorification of any religion.
2. The holidays recognized should be representative of the diverse religions of the world, not just Christianity and Judaism, and should be of historical and cultural significance to the religions they represent.
3. All religions whose holidays are recognized should be afforded equal respect; none, as well as the right to disbelieve, shall be advanced or disparaged.
4. The recognition of religious holidays should involve only a minor portion of total school time and the school budget.
5. Guidelines shall be developed to assist teachers and school administrators in applying this policy and to assure that it is applied in a consistent manner among the schools.
6. The experience of recognizing religious holidays should enrich and not harm students. While every effort should be made to avoid students having to exclude themselves from such experiences, provision should be made to enable them to do so, and to do so without embarrassment or penalty.

1.0 General

- 1.1 Schools may recognize holidays associated with world religions. While the means and time devoted for doing so can vary, all of the religions must be treated with equal dignity.
- 1.2 The time and resources devoted to the recognition of religious holidays shall be a



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very small part of that devoted to the total educational program.



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2.0 Governing

2.1 The basic reasons for recognizing religious holidays shall be to educate students

- a. to be tolerant of and to respect religious diversity;
- b. to understand the meaning and the significance of religious liberty, including the right to disbelieve; and
- c. to appreciate the role of religion in history and the contributions of religion to world civilization and culture.

2.2 All programs for recognizing religious holidays must be educational, not religious, and all such programs should be developmentally appropriate for the students involved.

3.0 Rights and Privileges of Students and Parents

3.1 Parents shall have the right to have their children excluded from any school program involving the recognition of religious holidays.

3.2 If parents have a concern about a program to recognize a religious holiday, they should discuss it with the principal. If their concern is not resolved through such discussion, they may follow the district procedures for challenged materials.

3.3 When a student is absent from school to observe a religious holiday, such absence shall be excused.

4.0 Special Considerations

4.1 Symbols and Decorations

4.11 Religious symbols may be used as teaching aids in developing understanding of the religion they represent, and only for that purpose.

4.12 Holiday displays may contain religious symbols, mixed with non-religious symbols when:

- a. The religious symbols are neither prominent nor dominant segments of the display; and
- b. The school principal views and approves the display before viewing by the students to assure its compliance with this guideline.

4.2 Performances in the Arts

4.21 Performances in the arts that recognize religious holidays must be for artistic, not religious, reasons. The design and total effect of a performance must adhere to this purpose.



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IGAC: School Calendar

The Superintendent shall have the responsibility for developing an official school calendar to be recommended to the School Committee for approval and adoption. The official school calendar will comply with legal requirements pertaining to the length of the school year. The School Committee shall adopt the official school calendar for the ensuing year not later than a regular March meeting.

Upon approval of the official school calendar by the School Committee, the Superintendent will make the official school calendar available to the public.

Approved 10/17/02



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IGBG: Home Teaching

The Superintendent is authorized to hire a teacher for home instruction for a pupil who is absent from school for a period of extended duration due to illness.

Policy Adopted 12/10/58



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IGCA: Summer School Credit

The School Department will recognize students who attend summer school for the making up of up to two courses following failure of those courses in the prior academic year. Said summer school will be a school approved by the State Department of Education. The student must pass the course(s) to receive credit.

A notation of course achievement will be made on the student's accumulative record and appropriate credit will be given for passing the course(s). However, grades for those courses are not factored into the student's grade point average (GPA) and will not count toward academic eligibility for athletics or extracurricular clubs.

Students who fulfill graduation requirements during the summer following their senior year will be given a diploma upon presentation of a transcript from the school or program through which they took the course(s), provided that such school or program shall be determined to be in compliance with the then current and applicable regulations and requirements of the Rhode Island Department of Education, including without limitation, the Rhode Island Diploma System and any applicable requirements for issuance of a Rhode Island Regents' (approved) Diploma.

Students who wish to take summer courses, not for makeup, will have said summer courses noted on their record as completing that particular assignment.

Adopted 04/26/79 Amended 02/28



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IHA: Adoption of The Rhode Island Professional Teaching Standards Policy

The Barrington Public School District fully adopts The Rhode Island Professional Teaching Standards in compliance with the Basic Education Program. “The Rhode Island Professional Teaching Standards (RIPTS) are content standards that outline what every teacher should know and be able to do. The RIPTS are ambitious and visionary, while at the same time presenting a portrait of quality teaching that every competent professional can achieve. They are designed to be a resource for promoting agreement among state policymakers, teacher preparation faculty, school and district administrators, members of professional associations and organizations, the public, and most importantly, among teachers themselves about the attributes of quality teaching in Rhode Island.

It is the Regents’ intent that the teaching profession and all Rhode Island stakeholders embrace the RIPTS and use them to reach agreement about what constitutes quality teaching in Rhode Island.

References: Basic Education Program, 2009

Rhode Island Professional Teaching Standards,

2007 First Read: February 14, 2013

Second Read: February 21, 2013

Adopted: February 21, 2013

Amended:



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IHA: Food Allergies

Intent

Barrington is committed to the safety and health of all students and employees. In accordance with this and pursuant to Rhode Island General Laws 16-21-31 and 16-21-32, the purpose of the policy is to:

- Provide a safe and healthy learning environment for students with food allergies;
- Reduce the likelihood of severe or potentially life-threatening allergic reactions;
- Ensure a rapid and effective response in the case of a severe or potentially life threatening allergic reaction; and
- Protect the rights of food allergic students to participate in all school activities.

Rationale

Food allergies can be life threatening and the prevalence of food allergies may be increasing. The level of sensitivity and the types and severity of reactions vary in different individuals, therefore the school's approach to preventing and treating food allergies must be individualized yet comprehensive.

Individual Health Care Plans and Emergency Health Care Plans

In all schools in Barrington, an Individual Health Care Plan (IHCP) and an Emergency Health Care Plan (EHCP) shall be developed for each student identified with any food allergy indicated by a physician with potentially serious health consequences. The school nurse teacher will develop the IHCP and EHCP in collaboration with the student's health care provider, the parents/guardians of the student, and the student (if appropriate). This shall be done prior to entry into school or immediately thereafter for students previously diagnosed with an allergy. It should be done immediately after the diagnosis for students already enrolled who are newly diagnosed with an allergy. These plans should include both preventive measures to help avoid accidental exposure to allergens and emergency measures in case of exposure.

School Protocol

In all schools in Barrington, the principal/school administrator, in coordination with the school nurse teacher, shall implement a protocol, consistent with this policy and with the IHCPs and EHCPs, providing food allergic students with protections while they are attending school or participating in school-sponsored activities. The protocols shall be reviewed and updated at least annually, as well as after any serious allergic reaction has occurred at school or at a school-sponsored activity.

Posting of Signs

In all schools in Barrington, signs shall be posted in a conspicuous place at every point of entry and with the cafeteria facility, advising that there are students with allergies to peanuts/tree



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nuts. The exact wording on the sign may vary, in accordance with the measures contained within students' IHCPs and the school protocol.

Staff Training

In all schools in Barrington, the principal/school administrator/school nurse teacher shall identify school personnel who might be involved in managing an emergency in a school, including anaphylaxis. Training shall be provided for these personnel. At all times during normal school hours at on-site school-sponsored activities, at least one person other than the certified school nurse teacher must be trained and responsible for the administration of the epinephrine autoinjector, subject to the Good Samaritan provisions. These personnel shall review emergency protocols on an annual basis. If trained school personnel are not available, any willing person may administer the epinephrine auto-injector. Good Samaritan provisions apply.

Communication

In all schools in Barrington, the principal/school administrator in collaboration with the school nurse teacher shall ensure that all school employees, who may be involved in the care of a student diagnosed with a severe food allergy shall be informed of the IHCP and the EHCP, as appropriate. These individuals should understand and consistently follow these plans and protocols. Notifications of the allergy and plan will be added to the Student Information System to alert staff of student allergies, plans and protocols.

Parents/guardians will be informed by the principal/school administrator in collaboration with the school nurse teacher about their rights and responsibilities regarding IHCPs and EHCPs for food allergic students. They will be given clear guidance to help them follow the measures stipulated in these plans, as well as complying with the peanut/tree nut law. Parents of students with severe food allergies will be made aware of their responsibility in communicating the allergy to the appropriate personnel for before and after school programs and events, as well as transportation and foodservice personnel.

The principal/school administrator shall work with the transportation administrator to ensure that school buses are equipped with required communication devices and that drivers are properly trained to recognize symptoms of allergic reactions and know what to do in case of an emergency.

Self-Management

In all schools in Barrington, each student at risk for anaphylaxis shall be allowed to carry an epinephrine auto-injector with him/her at all times, if appropriate. A written authorization will be required by the student's health care provider and parent/guardian if this is deemed necessary. If this is not appropriate, the epinephrine auto-injector shall be kept in a conspicuous place with reasonable safeguards in place to ensure its safekeeping. A medically identified student may self-administer the epinephrine auto-injector, with written authorization by the physician, if appropriate.



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Emergency Protocols and Standing Orders

In all schools in Barrington, the school physician shall prepare and update, as appropriate, but at least on an annual basis, written emergency protocols and standing orders in the event of injuries and acute illnesses, including anaphylaxis.

The school physician shall also review at least annually the procedures for addressing incidents of anaphylaxis and the use of the epinephrine auto-injector. Such procedures must also stipulate that the epinephrine autoinjector be used only upon the student for whom it was prescribed. The school physician shall also issue a standing order for the administration of an epinephrine auto-injector by the school nurse teacher for a student who has not been previously medically identified for the prevention or treatment of anaphylaxis.

In the event of an episode of anaphylaxis, the principal/school administrator shall verbally notify the student's parents/guardians as soon as possible or delegate someone to notify them. Following an episode, the school nurse teacher shall complete a written report and file it in the student health record.

Allergy Bullying

All threats or harassment of students with regards to food allergies will be taken very seriously and will be dealt with in accordance with the Barrington Bullying Policy and pursuant to Rhode Island General Laws 16-21-26.

Confidentiality

Pursuant to Section 504 of the Rehabilitation Act of 1973, the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Rules and Regulations for School Health Programs (R16-21-SCHO), and other statutes and regulations, the confidentiality of students with food allergies shall be maintained, to the extent appropriate, and as requested by the student's parents/guardians/caregivers.

Approved 04/23/2009

Revised 10/15/2015'

IHAM: Sexual Health Education and Services Policy

Purpose

The purpose of this policy is to:

- Recognize that the health status of students is interrelated to academic achievement
- Provide direction and promote consistency for staff who teach and/or support students in regards to their sexual health
- Ensure accountability and institutionalization of sexual health education and ongoing access to services consistent with best practice and state law



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Sexual Health Curriculum

BPS will deliver a sexual health curriculum that is planned, age-appropriate, developmentally appropriate, and part of a larger coordinated school health initiative as outlined in the Health and Wellness Policy. It will be inclusive of physical, mental, emotional and social dimensions of human sexuality. It will align with national and state sexuality education standards. It will be developed by educators and reviewed with teachers, students, school nurses, administrators, parents and community members through the Health and Wellness Advisory Committee. The curriculum will be medically-accurate, evidence-based or evidence-informed, and bias-free.

The Sexual Health Curriculum will be supported by appropriate professional development. The professional development will focus on providing the sexual health curriculum for elementary students, middle and high school students, and students with special needs.

Parent involvement and choice

Parents may choose to opt out of any portion of the sexual health curriculum on a topical basis. The protocol for opting out will be available on the school website and the health curriculum information will be available for review. Parents who opt their students out of aspects of sexual health will need to provide sexual health education at home as the health curriculum is required by RIDE.

Additionally, efforts to involve parents in the sexual health curriculum will be supported by BPS. Some options include:

- assigning homework to students as part of their sexual health unit that encourages communication about sexual health topics. Research has shown that parent-child homework assignments connected to curricula can positively impact students' sexual behaviors.
- distributing resource materials to parents at the start of sexual health unit and sharing ideas about how to begin conversations with their children about sexuality.
- providing a parent-child communication program, either virtual or in person, to complement the curriculum.

Providing guidance and support to older students

School nurses, guidance counselors, mental health care providers, as well as educators and administrators, may all need to provide guidance and support to older students regarding their sexual health. This guidance will be provided based on state law as provided to the district by RIDOH.

References:

Rhode Island's Confidentiality of Health Care Communications and Information Act (R.I. Gen. Laws § 5-37.3-12, § 5-37.3-12)



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Mandatory Reporting RI Gen. Laws §§ 40-11-3; 40-11-6 Consent to testing and treatment — Reportable — Communicable diseases. [R.I. Gen. Laws § 23-8-1.1]

<http://webserver.rilin.state.ri.us/Statutes/TITLE23/23-8/23-8-1.1.HTM>

Consent to medical and surgical care [R.I. Gen. Laws § 23-8-1.1]

<http://webserver.rilin.state.ri.us/Statutes/TITLE23/23-8/23-8-1.1.HTM>

Informed consent for abortion: Minors — Parental consent — Judicial proceedings. [R.I. Gen. Laws § 23-4.7-6]

<http://webserver.rilin.state.ri.us/Statutes/TITLE23/23-4.7/23-4.7-6.HTM> Title X:

https://opa.hhs.gov/sites/default/files/2020-07/title-x-statute-attachment-a_0.pdf

First Read 7/25/2023

Amended 8.31.2023

PROTOCOL:

The protocol for addressing the Sexual Health needs of older students will be created according to the guidelines provided by RIDOH that are based on RIGL and Title X as outlined in the references.

Protocol for Opting Out – to be developed



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IHBA: Special Education Staffing

The School Department is committed to providing every child with access to an education, consistent with our district's mission statement and applicable federal and state requirements. The School Department recognizes the essential elements to a Special Education Staffing Policy that provides each student with a disability a free appropriate public education (FAPE) in the least restrictive environment (LRE) which are:

- a. Recruiting and maintaining adequate personnel in the areas of school administrators, highly qualified teachers, related service personnel, and support staff to implement each child's individualized education program (IEP); and
- b. Continuing to provide relevant professional development activities to support school personnel with the implementation of each child's educational program consistent with the requirements and intent of all regulations and research based practices used to provide an appropriate education for all students; and

The School Department adopts these essential elements as the fundamental foundation of their Special Education Staffing Policy.

The School Department further recognizes that once established, a successful Personnel Policy requires a Staffing Plan that aligns with and complements the underlying Policy. To that end, the School Department will maintain a Special Education Staffing Plan that will ensure appropriate personnel are available to deliver the services and instruction required to fully implement each student's IEP and provide FAPE in the LRE. The plan will be based on the needs of students and will follow the guidelines outlined in this policy. The staffing plan will follow the following principles:

The assignment of personnel will be based on student needs.

- Staffing decisions will support the availability of a full continuum of special education and related support services for students as determined by the IEP Team, consistent with the Individuals with Disabilities Education Act (IDEA) and State Regulations of the Board of Regents Governing the Special Education of children with disabilities.
- Staffing decisions will support the provision of a free appropriate public education for students as determined by their IEP Team.
- Staffing decisions will support placement of students with disabilities in the least restrictive environment as determined by their IEP Team.
- Special education staffing will be compliant with Federal and State law, regulation, and policies governing special education.

The School Department strives to continuously improve the quality of education to all students. To accomplish this, the School Department will continuously assess and evaluate the delivery of services to students with disabilities through an ongoing evaluation of programs and services as well as evaluating the Personnel Policy and Plan.



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Legal Reference

Rhode Island Board of Regents for Elementary & Secondary Education Regulations Governing the Education of Children with Disabilities of January, 2008. Section 300.157 Personnel Requirements (d) Reporting

Approved: 11/17/08

Protocol for Special Education Observations Requested by Parents

This protocol is followed when a request is made by a parent to observe their child in a special education program or related services session.

- A parent request is made in writing with an explanation of the reason for the observation.
- Observations for the purpose of evaluating a teacher or staff member are not permissible. Observations may only be for the purpose of better understanding a student's program or placement.
- Principal informs the Special Education Director of the request.
- Special Education Director and Principal review request and make a decision to determine if the request will be granted and the parameters around the observation.
- Special Education Teacher and/or Related Service Provider is then informed by the principal of the request.
- The Principal will obtain permission from parents of the peers who will be present during the observation.
- If permission is not given by parents of peers, Special Education Director and Principal will develop an alternative plan for the parent to observe their own child.
- The Principal will work with parent, teacher and/or related services provider to set up a mutually agreed upon convenient date, time and duration* for all observations.
- The school office will be informed of the date and time of observation by the Principal.
- The Principal will communicate with parents regarding the date, time and duration of the observation. The Principal will verbally share district's expectation of the parent during the observation (silent observer, no audio or videotaping of the observation, etc. If parent's presence is a distraction to the learning of any student in the setting, the observation will need to be cut short)
- Confidentiality agreement must be signed by the parent



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- Administrator, Psychologist or Social Worker will greet and accompany the parent making the observation and remain present during the observation (if the team deems appropriate).

*Observation time will be limited to an hour or less and not more than 2 sessions

2/26/2019



IHC: Academic Integrity Policy

I. Introduction

The purpose of this policy is to provide guidelines for academic integrity in student work, including appropriate and acceptable uses of Artificial Intelligence (AI) tools in all academic tasks. BPS recognizes the importance of preparing students to use technology, including AI, to enhance, rather than circumvent, teaching and learning in the ever-evolving educational landscape.

The following principles guide this policy:

- A. Upholding truth and accuracy in all academic tasks, including reporting facts and citing sources accurately to avoid misrepresentation or deception.
- B. Properly crediting and acknowledging the sources of information, ideas, or contributions from others to avoid plagiarism and respect intellectual property rights.
- C. Striving to produce original and creative work while avoiding the unauthorized use of others' work or ideas.
- D. Ensuring that sources referenced for academic tasks consider diverse perspectives, acknowledge possible bias, and do not perpetuate discrimination, stereotypes, or harm to any group based on race, gender, religion, or other aspects of identity.
- E. Taking responsibility for one's academic tasks, including addressing any errors, inaccuracies, or ethical violations promptly and transparently.
- F. Supporting innovation to build educational capacity.

II. Definitions

Academic Integrity is a commitment to produce one's own work and ideas accurately and giving proper attribution to the sources of information or ideas used including refraining from plagiarism, cheating, and any form of academic dishonesty.

Aiding or Abetting is helping another student to cheat, plagiarize, misrepresent, or otherwise engage in academic dishonesty.

Artificial Intelligence (AI) is the technology that allows individuals to complete tasks typically assigned to human thinking such as reason, learning, logic, or the scale of which exceeds what humans can analyze. Artificial Intelligence refers to a variety of categories, including but not limited to large language models, which are trained on languages and generate new content to meet each individual user's prompts.

Attribution gives credit or acknowledgment to the original source or creator of something, such as an idea, work, or piece of content.



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Cheating involves the unauthorized use of information, materials, devices, sources, or practices in the completion of academic tasks.

Misrepresentation is any false presentation of data, quotations, sources, or other information.

Plagiarism is presenting work or ideas from another source as one's own, with or without consent of the original author, by incorporating it into one's work without full acknowledgment.

III. Policy Guidelines

Originality

- Students must produce original work, demonstrating their thinking, ideas, and understanding of the subject matter.
- When AI use is sanctioned by the teacher, relying on AI-generated content without comprehension or critical analysis is not considered academically sound.
- Collaboration is at the discretion of the teacher, who will define the degree of collaboration allowable on any task.

Misrepresentation

- Cheating, plagiarism, misrepresentation, or aiding and abetting academic dishonesty **in any form** is strictly prohibited.
- Proper citation is required **regardless of the source**, including but not limited to data, text, ideas, or AI-generated content. Instructors will teach students how to cite all sources.

Expectations

- Instructors will give clear guidance on if, when, and how the use of AI is permitted for academic tasks. Utilizing AI tools is only permitted when determined and communicated by the instructor.
- Students must adhere to the guidelines provided by their instructors regarding the use of AI tools.

Asking, persuading, or coercing another student to engage in any of the academically dishonest behaviors listed violates this policy.

IV. Implementation

Elementary students will be given general guidance and instruction about the importance of doing their own work and seeking help when needed. Educators will help guide students to be responsible for their work.

Barrington Middle School will provide all students with a common understanding of academic honesty and integrity, including what AI is, how to use it with integrity, and what happens when



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the policy is violated. Repeated violations of the policy will result in school-based consequences as outlined in the school handbook. Students and families will sign off on the school handbook at the start of each school year.

Barrington High School will give explicit instruction on academic honesty and integrity, including what AI is, how to use it with integrity, and what happens when the policy is violated. Educators will provide specific guidelines for academic integrity and honesty, including AI, in course syllabi and academic tasks. Violations of the policy will result in school-based consequences as outlined in the school handbook. Students and families will sign off on the school handbook at the start of each school year.

Verified academic integrity violations may include any and all of the following, on a case-by-case basis: parent notification, administrative tracking, grading consequences, school discipline, and/or loss of course credit, as articulated in school handbooks.

All appeals will follow the District Appeals Policy found in the District Policy Manual on the Barrington Public Schools website.

First Read: October 14, 2021

Approved: October 21, 2021

First Read/Revised 9/10/2026

Second Read/ Revised 10/01/2026



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IHCDA: Dual and Concurrent Enrollment Program Policy

I. PURPOSE The purpose of this policy is to ensure that Barrington Public Schools (BPS) High School (BHS) and Barrington are in full compliance with the Dual Enrollment Opportunity¹

II. POLICY

The Local Education Agency (LEA) under Rhode Island General Laws² must adopt a local Dual Enrollment Policy as authorized . These laws were established for the purpose of adopting a statewide Dual Enrollment Policy that allows students to enroll in public postsecondary education courses both in the student's high school and at postsecondary institutions to satisfy academic coursework requirements in high school and earn credits at public postsecondary institutions. This policy is intended to expand student access to postsecondary coursework and is not intended to preempt existing agreements or to prevent future agreements between school districts and Rhode Island's public postsecondary institutions.

The LEA shall develop its program of study to meet the terms of the law.³ This may be accomplished by students attending public institutions of higher education (dual enrollment), taking established courses and career and technical center programs taught by district staff that earns high school and postsecondary credit (concurrent enrollment) or taking nationally recognized courses that earn college credit (Advanced Placement, International Baccalaureate).

III. DESIRED OUTCOME

Students will have increased options to take and earn credit in postsecondary coursework, families may see reduced costs for college, and students will be more likely to achieve postsecondary success and earn degrees.

IV. IMPLEMENTATION STRATEGIES

BPS will offer credit for the following programs that fulfill the aims of this policy and meet the needs of our students. These programs include:

- Johnson & Wales Early Enrollment
- New England Institute of Technology Credits for BHS Courses Identified as Eligible in the Program of Studies
- Concurrent and Dual Enrollment courses currently available from the University of e Island (URI), Community College of Rhode Island (CCRI) and Rhode Island College (RIC)
- BHS Advanced Placement Courses
- BHS Courses identified in the program of studies as eligible for college credit
- Students engaged in concurrent enrollment may take 1 college course



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per semester and during the summer at an accredited Rhode Island Public college or university in courses not offered on the BHS Campus, with prior approval from the principal and guidance. Variations to the number or type of courses a student is eligible to take can only be made in advance with approval from the principal in consultation with the student's school counselor.

BPS will ensure that students earn both high school and postsecondary credit for approved courses from CCRI, URI, and RIC, and these credits are recorded on the student transcript, provided the students meet all requirements, including but not limited to those concerning grading, attendance, and conduct. Students enrolled in dual, concurrent, and advanced placement courses will fulfill all proficiency-based graduation requirements, credit requirements and take final exams and/or proficiency assessments as a component of the district policy.

Grades from concurrent and approved dual enrollment courses will be averaged into the student's Grade Point Average (GPA) in accordance with the high school grading policy.

- Dual enrollment courses will count toward a student's high school coursework graduation requirements if the student (1) complies with the postsecondary institution's course policies and successfully completes the course and (2) meets BHS requirements, including but not limited to those concerning attendance and conduct. Students who are enrolled in a dual enrollment program in their senior year may waive their PE/Health Requirement for their senior year.
- The BHS guidance, administration and identified teaching staff will work with the assigned staff at the postsecondary institution to oversee the enrollment of students in dual and concurrent enrollment courses.
- For any concurrent enrollment course, BPS is responsible for providing students with disabilities the protections, services, and accommodations as prescribed by federal and state law.

BPS will encourage the participation of underserved populations in this program.

BPS will develop programs to prepare and train their teaching staff to teach concurrent and advanced placement courses.

- It is the LEA and the school administrator(s) responsibility to ensure that students, staff, volunteers, and parents/legal guardians are provided information regarding the local Dual Enrollment policy.

V. ELIGIBILITY

Dual enrollment courses are available to any student in the junior and senior class who meets the eligibility requirements of the college/university.

Students and their families will be notified of dual and concurrent enrollment



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opportunities through the BHS Program of Studies, at Open House, at course scheduling, and through guidance planning sessions.



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VI. COST

Courses offered at/through CCRI, URI and RIC will be paid for by the Prepare Rhode Island Fund. BPS will be responsible for the costs of required books and required course materials at these three institutions. Students and their families are responsible for transportation. In the event that the Prepare Rhode Island Fund is not available, all expenses will be the responsibility of the student and their families. Students and their families will also be responsible for all costs associated with courses offered by private universities, colleges, and postsecondary career and technical institutions, as these institutions are not eligible for Prepare Rhode Island funding. Scholarships will be available for students who qualify. With prior approval from guidance and the principal, courses offered by private institutions may be added to the supplemental transcript, but will not count as high school credits and will not be averaged into a student's GPA.

¹Chapter 16-100 - Index of Sections ²16-100-3(a) and 16-100-

4 ³16-2-9

Barrington Public Schools School Committee

Approved 09/10/2015 First Read 01/09/2020

Amended and Approved 3/5/2020



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IHM: Home School Instruction

The State of Rhode Island provides certain requirements for the home instruction of students. The Barrington School Committee will approve home instruction programs that meet the requirements of Rhode Island law. The following guidelines shall be adhered to in requesting and approving a home instruction program.

1. Prior to the beginning of each school year, the parent(s) or guardian(s) must submit written notification to the Superintendent of their intent to instruct their child or children at home. This letter will be termed the "Letter of Intent". It shall include for each student as a minimum: the student's name, age, and grade level. Parents who decide to homeschool their children during the school year should notify the Superintendent in writing immediately upon knowing that they wish to homeschool.
2. The Superintendent's designee will offer an invitation for a meeting with the parent(s) or guardian(s) to review the requirements of home based instruction
3. The parent(s) or guardian(s) shall submit to the Superintendent's designee a copy of their proposed curriculum. This curriculum must show that all subjects required under the RI General Laws will be covered.
4. The Superintendent, upon recommendation of the designee, will submit the request to the Barrington School Committee for approval.
5. The parent(s) or guardian(s) may begin home based instruction immediately after submittal of the letter of intent to homeschool. The parent(s) or guardian(s) will receive a letter of acceptance or denial for their home instruction, immediately following a School Committee decision. If the reason for denial is unsatisfactory, appeal may be made to the State Education Commission
6. The parent(s) or guardian(s) shall provide learning time during the year that is substantially equal to that required by law for public school students. Learning time shall be defined as any time during which the students are engaged in regularly scheduled instruction, learning activities or learning assessment. In addition to classroom time, learning may include direct study, independent study, technology-assisted learning, work-study programs, or presentations by persons other than their normal instructor
7. The parent(s) or guardian(s) shall submit attendance records during the period of home instruction. The normal report need only be a summation of the total days of learning time during the reporting period.

Legal Reference RIDE FAQs RI Gen Law 16-19-2 Policy Adopted 10/07/99



IIAA: Textbook Replacement and Modernization

It is the policy of the School Department to ensure that all textbooks are current and relevant. To achieve this, the School Department shall review all textbooks on a five year cycle.

Moreover, the School Department shall provide textbooks in sufficient quantities to meet pupil needs and shall replace any textbook that is not in usable condition. It shall be the responsibility of the building principal to request textbooks through the yearly budget so as to ensure adequate quantities are on hand for the fall and that unusable textbooks are replaced.

Legal Reference

Rhode Island General Laws, 1956 - Volume 3, §16-23-8

Policy Adopted 04/23/87



IIAE: Barrington Public Schools Technology Responsible Use

PURPOSE:

The Barrington Public Schools (BPS) is committed to providing a safe, positive, and productive learning environment for all authorized users. The School Committee establishes high expectations for student behavior, academic integrity, and the responsible use of existing and emerging technologies and recognizes that inappropriate use of technology during instructional time has a disruptive effect on student learning and the educational environment.

OBJECTIVE & SCOPE:

This policy shall:

- Promote the health and well-being of all students;
- Protect the safety, security, and privacy of all students and staff;
- Support effective teaching, learning, and school operations through responsible technology use;
- Protect district technology systems, networks, and data from misuse or disruption;
- Minimize distractions and disruptions to school activities.

This policy applies to all authorized users using:

- District-owned or leased technology;
- District networks, systems, and Internet access;
- District-provided accounts and educational platforms;
- Personally owned devices when used on district networks or for school-related purposes.

This policy applies on and off BPS property when district technology or accounts are used.

DEFINITIONS:

Authorized Users: students, staff, and guests who are permitted to access district technology resources.

Technology: district-owned and personally owned hardware, software, networks, internet services, cloud-based services, communication platforms, and other digital resources used for educational or operational purposes.

Personal Devices: privately owned electronic devices including, but not limited to, laptops, tablets, desktop computers, smartphones, wearable technology (e.g., smart



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watches), earbuds/headphones, or any device capable of connecting to the internet or network.

GENERAL USE & RESPONSIBILITIES:

The information systems and Internet access available through the district are provided to support learning, enhance instruction, and support school system business practices. BPS information systems are operated for the mutual benefit of all users. Although personal use that follows the guidelines presented in this policy is permitted, personal use should be kept to a minimum.

Acceptable use is any use that supports the educational mission of Barrington Public Schools and is consistent with district goals and expectations.

Use of the BPS network and/or other school technology resources for personal gain, profit, commercial advertising, or political lobbying is prohibited. The use of the BPS network is a privilege, not a right. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of students or the work of BPS employees.

EXPECTATIONS:

- I. Users shall use district technology resources in a manner consistent with educational purposes, school rules, district policies, and applicable laws.
- II. Users are responsible for protecting passwords, account information, and access credentials and shall not share accounts or attempt to access another user's account. Users shall not attempt to bypass or interfere with district security and monitoring systems.
- III. Users shall not engage in illegal activity or use district technology in violation of local, state, or federal law.
- IV. Information may not be posted, entered, transmitted, or uploaded if it:
 - a. Violates the privacy rights of others;
 - b. Jeopardizes the health or safety of others;
 - c. Is obscene, defamatory, or libelous;
 - d. Constitutes harassment or cyberbullying;
 - e. Causes or is likely to cause disruption to school activities;
 - f. Constitutes plagiarism or misappropriation of the work of others;
 - g. Is a commercial advertisement or solicitation; or
 - h. Has not been approved when such approval is required by a principal or administrator.

SECURITY & PRIVACY:



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BPS implements Internet filtering on all district sites in accordance with the federal Children's Internet Protection Act (CIPA). It is the responsibility of each user to safeguard and use only their assigned account credentials. Users must use BPS technology resources in a manner consistent with this policy and district expectations.

Users have no reasonable expectation of privacy in any message, file, image, or data created, sent, retrieved, or received through district systems. BPS reserves the right to monitor any and all aspects of its technology systems. Additionally, electronic communications pertaining to school business may constitute public records subject to disclosure under the Rhode Island Access to Public Records Act.

Employees and School Committee members shall conduct official school business using district-issued email accounts. Employees and School Committee members who conduct official business using personal email accounts are in violation of this policy.

Employees whose violations of this policy compromise the confidentiality of student records in violation of FERPA and/or related state laws may be subject to disciplinary action, up to and including dismissal.

ENFORCEMENT:

Any equipment issued for educational purposes remains the property of the Barrington School Department and is loaned to the user. Equipment must be returned when the user is no longer affiliated with the district. Users are responsible for proper care and must report any issues through district procedures.

Violation of this policy may result in loss of technology privileges, disciplinary action, or legal consequences, as appropriate. The district reserves the right to restrict access, remove devices from the network, or take necessary action to maintain system integrity and safety.

The district makes no warranties regarding the availability, accuracy, or reliability of its technology systems and shall not be responsible for loss of data or service interruptions. The district reserves the right to terminate access to technology resources without prior notice when necessary to maintain system security or safety.

LEGAL REFERENCES:

Children's Internet Protection Act, 20 U.S.C. 9134, 47 U.S.C. 254; Children's Online

Privacy Protection Act of 1998, 15 U.S.C. 6501–6505 RI Gen. Laws § 16-21.6-1.

Internet Filtering in Schools

First Read: 9/10/2026 Second/

Approved Read:10/1/02026



IIAE: Internet and Computer Acceptable Use Policy

The School Committee supports access by students to the rich educational resources available on the Internet. In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources and materials that support instruction. In this manner, staff will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the district curriculum. All students will be informed by staff of their rights and responsibilities as users of the district network prior to gaining access to that network, either as an individual user or as a member of a class or group. As much as possible, access to district information resources will be designed in ways, which point students to those that have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others, which staff, has not evaluated, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

Filtering

The Internet will be filtered, in accordance with Childrens' Internet Protection Act, to limit users to educationally appropriate sites, as determined by the School Administration. At the same time, we are aware that material on the Internet is uncensored and we can make no guarantee that information found on the Internet will be valuable, reliable or inoffensive.

Acceptable Use

Acceptable use of Computers and related devices (Computers), Networks, Network Equipment and Internet Access is any use, which is consistent with the educational objectives of the Barrington Public Schools. The Internet offers a wealth of information, the opportunity for the exchange of ideas and information, and the possibility of collaborative work. All communications should be polite with appropriate language use.

Use of Computers, Networks, Network Equipment and Internet Access is a privilege for students and not a right. We expect students to use these tools in a responsible manner for educational purposes and to be considerate of all other users.



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Users should not expect that files stored on district servers would be private. Network administrators may review files, communications and sites visited to maintain system integrity and insure that users are using the system responsibly. The district will not be held liable for any lost, damaged or unavailable information due to technical or other difficulties. The School District will further not be responsible for unauthorized costs incurred by students, nor will it vouch for the accuracy of information obtained through the Internet, nor will it be responsible for students' negligence or mistakes.



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All students are responsible for appropriate behavior on the Internet just as they are when involved in any school activity. General school rules and policies apply to all School Computer use, Internet activity and communication. Inappropriate use may result in loss of access privileges and may also result in further disciplinary action.

Unacceptable Use (Including but not limited to)

Illegal Activity. It is unacceptable use to in any way promote or engage in any activities which are deemed criminal under federal, state, or local laws, including but not limited to copyright, credit card and electronic forgery laws.

Hacking and Other Vandalism. It is unacceptable use to maliciously attempt to harm or destroy the hardware or data of another user, whether in school or any site connected to the Internet. This includes, but is not limited to, the creation and spreading of computer viruses. It is also unacceptable use to attempt to use another's password or account without written permission of the other person.

Offensive and Obscene Materials. It is unacceptable use to send or receive any data which is mean, threatening, suggestive, obscene, belligerent, or violent.

Personal Devices. It is unacceptable to connect any personal computing device to the district's network without written permission from the Network Administrator.

Private Commercial Gain. It is unacceptable use to engage in activity for private or financial gain.

Purchases or Expenses Incurred. It is unacceptable use to make purchases or incur charges of any kind, including without limitation, charges incurred by accessing fee based websites without express written consent of the School Department.

Policy Approved 08/29/96 Amended 03/16/00 Revised 11/15/01

Revised 06/20/13 - Technology Responsible Use Policy



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IJ: Citizen's Request for Reconsideration of Instructional Resources

Name: (print)

Date:

Address:

Telephone Number:

Do you represent self?

Organization?

1. Resource on which you are commenting.
2. What brought this resource to your attention?
3. Have you examined the entire resource?
4. What concerns you about the resource? (use other side or additional pages if necessary)
5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

Signature of Complainant



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IJ: Deselection Policy

Section I :

The purpose for this policy statement is to provide guidelines for the deselection and review of various categories of instructional resources. This includes a variety of learning resources. This policy outlines the responsibilities, objectives, criteria for deselection, as well as procedures for both deselection and reconsideration of resources.

Section II:

Instructional resources are defined as all resources designed to support the instruction of a subject or course including but not limited to textbooks, library books, newspapers, magazines, printed materials, charts, recordings, videos, DVD's, pictures, exhibits, slides, transparencies, online resources, speakers and other personnel resources and all technology based materials.

Section III:

Responsibility for the Deselection of Instructional Resources

The School Committee is legally responsible for the deselection of instructional resources. While maintaining oversight of the deselection policy, the School Committee delegates the responsibility for the deselection of all instructional materials to the Superintendent. The Superintendent creates administrative procedures identifying those individuals to be defined in the deselection process. The deselection process is a collaborative effort involving administrators, faculty, students and community members. Responsibility for the actual deselection of instructional materials rests with School District curriculum committees which include representatives of those professionals who will be implementing or instructing with materials.

The Superintendent shall be authorized to sell, lease, change in use, or other disposition such personal estate devoted to school use upon the recorded vote of the School Committee taken at a public meeting. Such vote shall specify at least generally the terms, conditions, manner of sale, lease, disposal or change in use, and describe at least generally the particular property to be sold, leased, disposed or its use changed. Any proceeds realized by a sale should be applied to the Town General Fund.

Section IV:

Criteria for the Deselection of Instructional Materials

Responsibility for the actual deselection of instructional materials rests with School District curriculum committees which include representatives of those professionals who will be implementing or instructing with materials. Content that:

- A. Is misleading or factually inaccurate information
- B. Contains racial, cultural or sexual stereotyping



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- C. Is biased
- D. Is worn and beyond mending or rebinding
- E. Is superseded by new edition or much better resource
- F. Is obsolete and of no discernible literary or scientific merit and of ephemeral interest at some time in the past
- G. Is not relevant to the curriculum or school supported extracurricular activities
- H. Has not circulated for extended period of time
- I. Is irrelevant to the needs and interests of community

Section V:

Procedures for the Deselection and Disposal of Instructional Materials

- A. In deselecting instructional resources, professional personnel will evaluate resources and curriculum needs and will adhere to the above criteria in consultation with the Assistant Superintendent for Curriculum and Instruction.
- B. All deselected items will be clearly marked as discarded.
- C. When appropriate, deselected materials shall be donated to students and the community, recycled or destroyed.
- D. Disposal of assets must adhere to the Town Charter, School Committee Policy, the District's internal control procedures set forth by the Business Office, and in compliance with General Accepted Auditing standards.
- E. No assets can be disposed of without documentation and written approval by the Superintendent's Office.

Definitions:

Internal controls are policies and procedures put in place to ensure the continued reliability of accounting systems. Accuracy and reliability are paramount in the accounting world. Without accurate accounting records, managers cannot make fully informed financial decisions, and financial reports can contain errors.

Approved 1/5/2017



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IJF: Health and Wellness Policy

PURPOSE

The purpose of this policy is to establish guidelines and recommendations for all Kindergarten - 12th grade students in the areas of physical education and physical activity, health education, and nutrition in part to align with the Healthy, Hunger-Free Kids Act of 2010.

POLICY INTENT

Barrington Public Schools (BPS) promotes healthy schools, by supporting wellness, respect, safety, good nutrition and regular physical activity as part of the total learning environment. BPS supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Schools contribute to the basic health status of children by facilitating education through the support and promotion of good nutrition, physical activity, and overall wellness. Moreover, BPS recognizes that improved health optimizes student and staff performance potential.

BPS shall provide a comprehensive program that encompasses a combination of learning experiences and environmental supports designed to facilitate behavioral and environmental adaptations that are conducive to health.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

BPS will deliver a challenging sequential, developmentally appropriate K-12 physical education curriculum, aligned with the Rhode Island Physical Education Framework, to develop physically educated individuals who have the knowledge, skill, and confidence to enjoy a lifetime of healthy physical activity. Physical Education (PE) Classes will be instructed by Rhode Island certified Physical Education Teachers, who receive annual professional development and training in PE standards, curriculum, and instruction.

Physical Education

- Instruction in health and physical education (PE) is provided during periods, which shall average at least twenty (20) minutes in each school day or 100 minutes per week (RIGL16-22.4). Recess, free play, and after school activities shall not be construed as physical education.
- Waivers for physical education are only permitted for medical reasons. Physical activity offered through external or extra-curricular opportunities may not be used as a substitute for physical education.

Physical Activity

- Students are given opportunities for physical activity during the school day through daily recess periods, PE classes, walking programs, and the integration of physical activity into the



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academic curriculum. Students in grades PK-5 are provided a minimum of 20 minutes of sustained free play recess every day (RIGL 16.22.4.2).

- Students are given opportunities for physical activity through a range of after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk and bike safely to and from school.
- Schools encourage parents/guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events. Opportunities are provided for families to participate in physical activity with their children through such events as 5Ks, obstacle courses, and relays.
- Withholding recess and/or physical activity as a disciplinary strategy in the classroom or in the school environment is prohibited.

HEALTH EDUCATION

BPS will deliver a challenging, sequential, and differentiated K-12 health curriculum that is aligned with the Rhode Island Physical Education Framework and Rhode Island Department of Education Comprehensive Health Instructional Outcomes, resulting in students who possess the knowledge and skills to live a healthy life.

- Instruction in health and physical education is provided during periods, which shall average at least twenty (20) minutes in each school day.
- Health education will include instruction in the following content areas appropriate to grade or developmental level:
 - Personal health
 - Mental and emotional health
 - Injury prevention
 - Nutrition
 - Sexuality and family life
 - Disease control and prevention
 - Substance use and abuse prevention
- Barrington's Prevention Coalition (The BAY Team) will collaborate with schools, parents, and community members to provide strategies and activities aimed at reducing risk factors of substance abuse and promoting protective factors.

NUTRITION PROMOTION



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- Students in grades K-12 will receive nutrition promotion initiatives that are interactive, aligned with State and national standards, and that teach the skills they need to adopt healthy eating behaviors.
- Nutrition promotion will be offered with coordination between the foodservice staff and teachers.
- Students receive consistent nutrition messages throughout schools, classrooms, and cafeterias, and to homes, community and media.
- Schools are enrolled as USDA Team Nutrition Schools, and they conduct nutrition promotion activities that involve parents, students, and the community.

NUTRITION STANDARDS FOR ALL FOODS AVAILABLE ON SCHOOL GROUNDS

USDA Meals Program

- The schools will provide students with access to both a breakfast and lunch meal program. The school breakfast and lunch programs will comply with the United States Department of Agriculture National School Lunch Program (NSLP). and the Rhode Island Department of Education Rhode Island Nutrition Program (RINR).
- Eligible students may receive their breakfast and lunch at free or reduced prices following current federal regulations, Eligibility Manual for School Meals Guidelines and district policy, Free and Reduced-Price Meals and/or Free Milk Policy. The district will follow strict protocols to ensure confidentiality and adherence to the guidelines of free and reduced regulations. Documentation for free and reduced lunch will be maintained as a confidential document, and will only be used for the purposes of determining free and reduced lunch status.
- Innovative strategies to increase student participation in the programs include but are not limited to offering student samples, providing opportunities for students to prepare foods, creating unique menus that are thematic, and celebrating the use of local produce.
- The schools, through the food service provider, will participate in the Rhode Island Farm-to-School program, and institute innovative strategies to increase breakfast and lunch program participation.
- The food service provider and all staff receive training on an annual basis in accordance to USDA Professional Standards.
- The foodservice director will work closely with the district-wide coordinated Health and Wellness Subcommittee. The Health and Wellness Subcommittee will periodically receive menu updates to ensure consistency with NSLP and Rhode Island



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Nutrition Regulations guidelines (RINR). All nutrition information will be posted on the district website link to the food service provider's website.

Cafeteria Environment:

- The cafeteria environment is a place where students have:
 - o adequate space to eat in a clean, pleasant surrounding;
 - o adequate time to eat meals – 20 minutes or more for lunch; and
 - o convenient access to hand washing or hand sanitizing facilities before meals.
- Principals/school administrators will consider strategies to maximize eating/recess time. Recess before lunch is an example of one strategy to achieve this goal.

Nutrition Standards for Competitive Foods/Beverages: Only snacks and beverages identified within the law may be sold or distributed on school grounds both prior to and throughout the school day, including vending machines, fundraisers, school stores, or anywhere where food/beverages are sold in school in accordance with the USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools and RIGL 16.21.7 effective in all Rhode Island elementary, middle, and senior high schools. These regulations are in effect before, during and up to one hour after the instructional day.

- The school foodservice program including vending, a la carte and foods sold on school grounds will follow the USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools, when determining the items offered in the cafeteria as a la carte and for competitive food offerings.
- Encourage the consumption of nutrient dense foods, i.e. whole grains, fresh fruits and vegetables and dairy products as outlined in the current Dietary Guidelines for Americans.
- Water, defined as one of the healthy beverages, will be available and encouraged for all students.
- If food items are not allowable for sale under state and federal regulation or school policy, they may not be marketed.

Fundraising:

- Non-food based fundraisers are encouraged
- All food fundraisers that do not meet the Healthy Snacks and Beverage Law, USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools and RIGL 16.21.7, must be sold off school grounds;



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- Fundraisers that include the sale of food may not occur during the instructional day, before school and must be at least one hour after the school day;
- If food items are not allowable for sale under state and federal regulation or school policy, they may not be marketed and
- Fundraisers that promote physical activity are strongly encouraged.

Teacher-to-Student Acknowledgements and Incentives:

The use of food as a reward, acknowledgement or incentive in the classroom or in the school environment is prohibited, except when recommended by a physician or an evaluation team. The use of physical activity as an incentive is highly encouraged. Recess may not be removed as a punishment, as physical activity is essential to the physical and social-emotional well-being of students. Teachers are encouraged to model healthy choices in nutrition, beverage and physical activity in their classrooms. Teachers and staff are required to adhere to the Health and Wellness Policy.

Shared Snacks:

BPS teachers and/or BPS personnel will discourage the sharing of snacks during the school day, as well as during before and after school programs to limit exposure to food allergens.

After School Program Snacks:

After school program snacks provided by BPS teachers and/or BPS personnel, must adhere to the Healthy Snacks and Beverage Law, USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools and RIGL 16.21.7. and follow any Individual Health Care Plan (IHCP) for food allergens in place for students in the program. Please note non-BPS programs including PTO are not provided with IHCP and/or Emergency Health Care Plans (EHCP). Parents should work directly with non-BPS programs if they have health related concerns.

Celebrations/Events During School Day:

Although non-food celebrations are strongly encouraged, the school/PTO may choose to handle celebrations in a variety of ways:

- Non-food celebrations only
- Utilize BPS's foodservice provider to ensure food safety standards are met and to reduce the risk of food borne illness and allergies.
- Celebrations must comply with USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools., the BPS Food Allergies Policy, and the IHCPs as it pertains to food present in the class/school.



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- Please note that the PTO is not provided with IHCP as it pertains to school, and they should work with the school nurse and classroom teacher when planning events held during the school day.

School Stores and After School Events:

School stores that sell food during the school day must comply with the Healthy Snacks and Beverage Law, USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools and RIGL 16.21.

Any school sponsored events occurring after school and using BPS property will offer foods that comply with Healthy Snacks and Beverage Law, USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools and RIGL 16.21.7, and the Current Dietary Guidelines for Americans. This includes PTO sponsored events.

Concessions:

Operators of school concessions are strongly encouraged to offer foods and beverages that comply with the Healthy Snacks and Beverage Law, USDA Competitive Foods/Beverages Nutrition Standards – Smart Snacks in Schools and RIGL 16.21.7, and/or the Current Dietary Guidelines for Americans.

STAFF WELLNESS

- Staff voluntary wellness programs encourage individuals to take measures to prevent the onset or worsening of a disease or illness and to lead lifestyles that are healthy. BPS will collaborate with teachers and staff to determine needs and interests.
- BPS will offer opportunities for staff to participate in wellness promotion activities such as nutrition programs and physical activities.
- The purpose of staff nutrition and physical activity education will be to:
 - o Encourage all school staff to improve their own personal health and wellness
 - o Improve staff morale
 - o Create positive role-modeling
 - o Build the commitment of staff to promote the health of students
 - o Build the commitment of staff to help improve the school nutrition and physical activity environment

Implementation, Evaluation and Reporting

- In accordance with RIGL 16.21.28, BPS will maintain a Health and Wellness Subcommittee, chaired by a member of the School Committee, to review the effectiveness and implementation of the policy. An annual report from the Superintendent will provide a summary



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to the School Committee with regard to policy implementation including fundraising, concessions, incentives and celebrations.

- The Health and Wellness Subcommittee will include two district administrators, a liaison from each school, a district school nurse teacher, student representation, representation from the food service program, and equal representation from parents and community members.
- Each school shall have a Health and Wellness liaison to report and make recommendations to the Health and Wellness Subcommittee for review based upon the school's annual wellness review, utilizing the Rhode Island Healthy School Checklist.
- On an annual basis, the middle school and high school will reach out to interested student participants in September.
- Each school will craft and report on an annual Health and Wellness Goal utilizing the Rhode Island Healthy Schools Action Plans for Schools, reporting progress three times per year. These reports will be made available annually during the submission of school improvement goals and during the three annual reporting periods to the school committee.
- The Health and Wellness policy and goals will be shared annually to parents, with encouragement and opportunity to understand and ask questions relative to the policy and goals. Parents will be updated on their role in supporting the successful implementation of the policy. Parents will be provided September newsletters which include contact information for the Health and Wellness leadership and information on how to join the committee. The contact information and updated reports will be available on the district and school websites.
- On an annual basis, and utilizing the school level reports as data sources, the BPS District Administration will develop an annual Health and Wellness Report for the School Committee in collaboration with the Health and Wellness Subcommittee utilizing the Rhode Island Healthy Schools District Summary, not later than the last week of April of each school year.
- Utilizing this report, the Health and Wellness Subcommittee will recommend revisions to the school committee no later than the last meeting in May of each school year.
- The Health and Wellness Subcommittee will act in an advisory capacity to the school committee.
- Best Practices that promote the goals outlined in this policy will be shared by principals/school administrators and district administration annually.

The Superintendent of Schools shall oversee and ensure compliance with the provisions outlined in this health and wellness policy. The Superintendent or his/her designee will work with the Health and Wellness Subcommittee to amend the policy, as needed, based upon the recommendations resulting from the annual report. The revisions will be made no later than the final School Committee meeting in June for roll-out and implementation in September.



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AREAS OF IMPORTANCE OUTSIDE OF NUTRITION AND PHYSICAL EDUCATION/ACTIVITY

The Health and Wellness Subcommittee recognizes that additional topics pertaining to health and wellness, including but not limited to personal health, mental and emotional health, injury prevention, nutrition, sexuality and family life, disease control and prevention, and substance abuse and abuse prevention may be reviewed by the Health and Wellness Subcommittee and recommendations will be forwarded to the School Committee for policy review.

Legal Reference

Rhode Island General Laws §§16-2-9(a)(24) and 16-2-9(a)(25)

Approved 04/06/2006 Revised 10/20/2011 Revised 10/15/2015 Revised 1/5/2017



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IJNDB: Appropriate and Acceptable Uses of AI in Written Work and Academic Assignments Policy (combined with Academic Honesty Integrity Policy)

I. Introduction

The purpose of this policy is to provide guidelines for academic integrity in student work, including appropriate and acceptable uses of Artificial Intelligence (AI) tools in all academic tasks. BPS recognizes the importance of preparing students to use technology, including AI, to enhance, rather than circumvent, teaching and learning in the ever-evolving educational landscape.

The following principles guide this policy:

- A. Upholding truth and accuracy in all academic tasks, including reporting facts and citing sources accurately to avoid misrepresentation or deception.
- B. Properly crediting and acknowledging the sources of information, ideas, or contributions from others to avoid plagiarism and respect intellectual property rights.
- C. Striving to produce original and creative work while avoiding the unauthorized use of others' work or ideas.
- D. Ensuring that sources referenced for academic tasks consider diverse perspectives, acknowledge possible bias, and do not perpetuate discrimination, stereotypes, or harm to any group based on race, gender, religion, or other aspects of identity.
- E. Taking responsibility for one's academic tasks, including addressing any errors, inaccuracies, or ethical violations promptly and transparently.
- F. Supporting innovation to build educational capacity.

II. DEFINITIONS

Academic Integrity – is a commitment to produce one's own work and ideas accurately and giving proper attribution to the sources of information or ideas used including refraining from plagiarism, cheating, and any form of academic dishonesty.

Aiding or Abetting is helping another student to cheat, plagiarize, misrepresent, or otherwise engage in academic dishonesty.

Artificial Intelligence (AI) is the technology that allows individuals to complete tasks typically assigned to human thinking such as reason, learning, logic, or the scale of which exceeds what humans can analyze. Artificial Intelligence refers to a variety of categories, including but not limited to large language models, which are trained on languages and generate new content to meet each individual user's prompts.

Attribution gives credit or acknowledgment to the original source or creator of something, such as an idea, work, or piece of content.



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Cheating involves the unauthorized use of information, materials, devices, sources, or practices in the completion of academic tasks.

Misrepresentation is any false presentation of data, quotations, sources, or Other information.

Plagiarism is presenting work or ideas from another source as one's own, with or without consent of the original author, by incorporating it into one's work without full acknowledgment.

III. Policy Guidelines

Originality

- Students must produce original work, demonstrating their thinking, ideas, and understanding of the subject matter.
- When AI use is sanctioned by the teacher, relying on AI-generated content without comprehension or critical analysis is not considered academically sound.
- Collaboration is at the discretion of the teacher, who will define the degree of collaboration allowable on any task.

Misrepresentation

- Cheating, plagiarism, misrepresentation, or aiding and abetting academic dishonesty in any form is strictly prohibited.
- Proper citation is required **regardless of the source**, including but not limited to data, text, ideas, or AI-generated content. Instructors will teach students how to cite all sources.

Expectations

- Instructors will give clear guidance on if, when, and how the use of AI is permitted for academic tasks. Utilizing AI tools is only permitted when determined and communicated by the instructor.
- Students must adhere to the guidelines provided by their instructors regarding the use of AI tools.

Asking, persuading, or coercing another student to engage in any of the academically dishonest behaviors listed violates this policy.

IV. Implementation

Elementary students will be given general guidance and instruction about the importance of doing their own work and seeking help when needed. Educators will help guide students to be responsible for their work. Barrington Middle School will provide all students with a common understanding of academic honesty and integrity, including what AI is, how to use it with integrity, and what happens when the policy is violated.



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Repeated violations of the policy will result in school-based consequences as outlined in the school handbook. Students and families will sign off on the school handbook at the start of each school year.

Barrington High School will give explicit instruction on academic honesty and integrity, including what AI is, how to use it with integrity, and what happens when the policy is violated. Educators will provide specific guidelines for academic integrity and honesty, including AI, in course syllabi and academic tasks. Violations of the policy will result in school-based consequences as outlined in the school handbook. Students and families will sign off on the school handbook at the start of each school year.

Verified academic integrity violations may include any and all of the following, on a case-by-case basis: parent notification, administrative tracking, grading consequences, school discipline, and/or loss of course credit, as articulated in school handbooks.

All appeals will follow the District Appeals Policy found in the District Policy Manual on the Barrington Public Schools website

First Read 10/12/2023 Approved 10/19/2023

First Read/Revised 9/10/2026
Second Read/ Revised 10/01/2026

Revised September 2026



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IJNDB: Video and Audio Recording of Students and Staff Policy

Purpose: The Barrington Public Schools (BPS) recognizes that video and/or audio records (“recordings”) can serve many purposes that align with BPS’ education mission and programming. BPS approves the use of these recordings for education purposes including, but not limited to, recording student performances for instructional purposes; creating classroom instruction materials; athletic coaching; and providing tools for educator/staff coaching and development, subject to the provisions of this policy.

A. Recordings for which consent is required

1. If a staff member or coach intends to create a recording of a class that will capture one or more students, prior written consent must be obtained from the parent or legal guardian of any affected students in the class. The general prior consent provided by parents/guardians through the BPS student handbook is sufficient (see annual Family Photograph/Video Waiver notice).
2. If a student wishes to create a recording of a teacher, staff member, coach, student or a class, prior consent must be obtained from the parent/legal guardian of any affected students and express verbal consent from the staff member. It shall be the responsibility of the building administrator or their designee to obtain consent from the affected student(s) and verbal consent from staff prior to the recording. The general prior consent provided by parents/guardians through the BPS student handbook is sufficient (see annual Family Photograph/Video Waiver notice).

B. Recordings for which written consent is not required

1. Video and/or audio recordings made pursuant to a student’s Individualized Education Program (IEP) or 504 Plan, when the IEP or 504 Team determines that such recording is necessary for the delivery of a Free Appropriate Public Education (FAPE), do not require consent under this policy. In such cases, the IEP or 504 Team is expected to establish reasonable conditions and limitations while still providing the student with a FAPE. IEP and 504 Teams will consider limiting recording to periods in which only direct instruction is occurring. IEP and 504 Teams will consider alternative supports which may prove more beneficial to student learning, including but not limited to, the provision of presentations and notes by the teacher to the student.
2. Recordings created in accordance with the annual BPS Family Photograph/Video Waiver notice, which is distributed annually to all students, do not require consent under this policy.
3. Recordings of any performance, academic or athletic competition, ceremony, presentation, orientation, training, assembly, or any other school-sponsored event occurring outside the classroom and open to the public do not require consent under this policy.



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IJNDB: Video and Audio Recording Policy

I. PURPOSE

The Barrington Public Schools (BPS) recognizes that video and/or audio records (“recordings”) can serve many purposes that align with BPS’ education mission and programming. BPS approves the use of these recordings for educational purposes including, but not limited to, recording student performances for instructional purposes; creating classroom instruction materials; athletic coaching; and providing tools for educator/staff coaching and development, subject to the provisions of this policy.

II. POLICY

A. Recordings for which consent is required

1. If a staff member or coach intends to create a recording of a class that will capture one or more students for purposes other than distance instruction, prior written consent must be obtained from the parent or legal guardian of any affected students in the class. The general prior consent provided by parents/guardians through the BPS student handbook is sufficient (see annual Family Photograph/Video Waiver notice).
2. If a student wishes to create a recording of a teacher, staff member, coach, student, or a class, prior consent must be obtained from the parent/legal guardian of any affected students and express verbal consent from the staff member. It shall be the responsibility of the building administrator or their designee to obtain consent from the affected student(s) and verbal consent from staff prior to the recording. The general prior consent provided by parents/guardians through the BPS student handbook is sufficient (see annual Family Photograph/Video Waiver notice).

B. Recordings for which written consent is not required

1. Video and/or audio recordings made pursuant to a student’s Individualized Education Program (IEP) or 504 Plan, when the IEP or 504 Team determines that such recording is necessary for the delivery of a Free Appropriate Public Education (FAPE), do not require consent under this policy. In such cases, the IEP or 504 Team is expected to establish reasonable conditions and limitations while still providing the student with a FAPE. IEP and 504 Teams will consider limiting recording to periods in which only direct instruction is occurring. IEP and 504 Teams will consider alternative supports which may prove more beneficial to student learning, including but not limited to, the provision of presentations and notes by the teacher to the student.
2. Recordings created in accordance with the annual BPS Family Photograph/Video Waiver notice, which is distributed annually to all students, do not require consent under this policy.
3. Recordings of any performance, academic or athletic competition, ceremony, presentation, orientation, training, assembly, or any other school-



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sponsored event



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occurring outside the classroom and open to the public do not require consent under this policy.

4. To allow students to access their class instruction, in the event of distance or hybrid learning, recordings, and live streams conducted by the classroom teacher, do not require written consent. Notification will be provided in the school handbooks on an annual basis.

Camera Use on Zoom or Other Instruction Platform

1. To ensure student engagement, teachers may request that cameras are on. If requested, and the student is not encountering technology problems, cameras on is a component of engagement and attendance for that class. We will create a tutorial for students to set a default background, such that students' locations are not revealed. For students who do not have a device that can set a default background, the school can provide a cardboard partition at their request. If a student encounters an unstable Internet, they may inform their teacher that they need to work with the video off temporarily. If students have issues with their devices' cameras, they need to complete the STAT technology assistance form as soon as possible. If a student or family member has concerns regarding camera use, they will work with a trusted adult to develop a plan.
2. Students may leave the audio off unless they are responding to the teacher or a classmate.
3. All classes will establish norms regarding privacy, respect, and the use of cameras and audio.
4. In the event that privacy concerns occur during a given class, the teacher may opt to not post the video. The teacher will post an aligned instructional video to support students who may have missed the instruction for that day.

Approved: 8/29/2018

Revised, first read: 8/6/2020

Approved 8/19/2020



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IJNDC: Permission Form for Computer Use and Internet Access

Permission Form for Computer Use and Internet Access

Each student and a parent or guardian must read and sign this form prior to accessing school Internet facilities.

Student Name:

Current Grade:

Homeroom:

Address:

City:

State:

Zip:

Telephone Number:

I have read the Internet and Computer Acceptable Use Policy and understand its contents. I understand and agree that the School Computers, Networks and Network Equipment are the property of the Barrington Public Schools and that the Computers, Networks, Network Equipment and Internet access must be used for educational purposes. I understand that my computer or Internet use is not private and that the school administration will monitor my activity on the computer system. I understand that my privilege may be taken away if I violate the policy. I also understand that other school disciplinary action and/or appropriate legal action may be taken if necessary.

User Signature:

Date:

As a parent or guardian of this student, I have read and understand the terms and conditions for Internet access. I understand that this access is designed for educational purposes and that the Barrington Public Schools will take reasonable precautions to restrict access to controversial material. I also recognize that it is impossible to restrict access to all controversial material and I will not hold the Barrington Public Schools responsible for materials acquired on the Internet. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian(s) Name (please print):

Signature:

Date:



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IJOA: Non-School Sponsored Field Trips Policy

A non-school-sponsored field trip or tour is defined as a group tour sponsored by an individual teacher or teachers, a travel agency, or any other individual or association, but not sponsored by a Barrington Public School or the Barrington School Committee.

Non-sanctioned field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Barrington School Committee and are not considered a part of the curriculum. Such travel may involve youth who are students, but it is not related to or approved in any way by the school system. Organizers of trips by groups of students planning to travel under the auspices of an individual or non-school agency must advise parents/guardians and emancipated students in writing that the travel is neither authorized nor sponsored by the school.

Promotional literature for non-school-sponsored field trips shall contain a statement clearly indicating that the tour is not sponsored by the school or by the Barrington School Committee. Principals should not permit recruiting of student travelers, or planning activities during regular school hours.

The school does not excuse absences for non-school-sponsored field trips. Teachers are not responsible for creating schoolwork ahead of time. Students must make up missed academic work.

Total responsibility for privately planned field trips or tours rests with the individual(s) and agency sponsoring them. The school system bears no responsibility for travel arrangements. The district assumes no legal or financial responsibilities for non-sanctioned field trips.

Under no circumstances may school activity accounts (internal accounts) be used as a depository/disbursement source for funds for non-school sponsored trips.

Policy Approved 06/02/16



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IJOC: Volunteers in School Policy – Including Application

STATEMENT POLICY

Barrington Public Schools appreciates volunteer efforts in its schools. Parents, college students, senior citizens, elected officials, business representatives, and community members are important sources of support and expertise that enrich the instructional program, assist teachers, and connect the student body with the community.

DESCRIPTION

A volunteer is any non-compensated person who wishes to donate his/her time within a school building, at a school sponsored event, or where children are present. Volunteers must adhere to all Barrington Public Schools policies and regulations including but not limited to Code of Conduct, Confidentiality, etc. Volunteers shall not physically discipline a student.

REQUIREMENT

Volunteers shall be required to complete an Application and an Information and Disclosure Statement. Volunteers may be required to participate in an orientation and/or training established by Barrington Public Schools. Volunteers shall be required to read and sign acknowledgement of doing so on the application.

AGE REQUIREMENT

Volunteers must be a minimum of 18 years of age.

CONFIDENTIALITY

Volunteers must adhere to the confidentiality of what is observed and not shared outside the classroom. Volunteers must maintain confidentiality, and are not permitted to discuss student/school related issues in the outside community. Volunteers shall not have access to confidential information/files/records.

SAFETY AND SECURITY

Upon initial application, all volunteers shall be required to obtain a Rhode Island BCI (Bureau of Criminal Identification). All out-of-state volunteers, or volunteer applicants who have not resided in Rhode Island for a period of one year, shall be required to obtain a National Fingerprint BCI. The cost of the background check, if any, is the responsibility of the applicant. Volunteers should not be with a student/s unless in the presence of a classroom teacher, administrator, or appropriate school personnel. A volunteer shall not be in a one-on-one situation with a child, during or outside of a school day. Volunteers must provide identification and sign in/out at the school's main office. Volunteers shall wear the "Visitor's" badge or other means of identification, as required by school policy.

VOLUNTEER LIABILITY AND INDEMNIFICATION



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A volunteer shall at all times indemnify and save harmless the Barrington Public Schools and its officers, agents and employees on account of and from any and all claims, damages, losses, judgments, workers' compensation payments, litigations expenses and legal counsel fees arising out of injuries to persons (including death) or damage to property alleged to have been sustained by (a) officers, agents and employees of the Barrington Public Schools or (b) any other person, which injuries are alleged to have occurred on or near the work or to have been caused in whole or in part by the acts, omissions or neglect of the volunteer.

EXCLUSION

This Policy may not apply to parents observing classrooms, guest speakers, performers, student mentors who are enrolled in Barrington Public Schools, truancy court personnel, newspaper reporters, vendors for school related items such as rings, yearbooks, delivery vendors, and alike, provided they are accompanied by the Superintendent or school personnel.

RECORDS RETENTION

The Office of Human Resources shall maintain an accurate file of signed Volunteer Disclosure Statements and criminal background checks as required by Policy.

DISQUALIFYING INFORMATION

If there is any disqualifying information concerning a potential volunteer, it will be noted by the Attorney General's office. It is the responsibility of the Superintendent or his/her designee to meet with that person and explain that he/she will not be able to participate due to the information contained in the report(s).

"Disqualifying information" means those offenses listed in § 23-17-37, and those offenses listed in §§ 11-37-8.1 and 11-37-8.3.

§ 23-17-37 Disqualifying information. – (a) Information produced by a criminal records review pertaining to conviction, for the following crimes will result in a letter to the employee and employer disqualifying the applicant from employment: murder, voluntary manslaughter, involuntary manslaughter, first degree sexual assault, second degree sexual assault, third degree sexual assault, assault on persons sixty (60) years of age or older, assault with intent to commit specified felonies (murder, robbery, rape, burglary, or the abominable and detestable crime against nature) felony assault, patient abuse, neglect or mistreatment of patients, burglary, first degree arson, robbery, felony drug offenses, larceny, or felony banking law violations. An employee against whom disqualifying information has been found may request that a copy of the criminal background report be sent to the employer who shall make a judgment regarding the continued employment of the employee.

(b) For purposes of this section, "conviction" means, in addition to judgments of conviction entered by a court subsequent to a finding of guilty or a plea of guilty, those instances where the defendant has entered a plea of nolo contendere and has received a sentence of probation and those instances where a defendant has entered into a deferred sentence agreement with the Attorney General.



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§ 11-37-8.1 First degree child molestation sexual assault. – A person is guilty of first degree child molestation sexual assault if he or she engages in sexual penetration with a person fourteen (14) years of age or under.

§ 11-37-8.3 Second degree child molestation sexual assault. – A person is guilty of a second degree child molestation sexual assault if he or she engages in sexual contact with another person fourteen (14) years of age or under.

APPEALS PROCESS

Any volunteer against whom disqualifying information has been found may request that a copy of the criminal background report be sent to the Superintendent, who shall make a judgment regarding whether the individual may volunteer in Barrington Public Schools.

Any volunteer wishing to appeal the Superintendent's decision may do so by writing a letter to the Chairperson of the School Committee within ten days of the Superintendent's decision, requesting a hearing before the School Committee.

ENACTMENT

This policy shall take effect immediately.

Policy Adopted 12/19/13



BARRINGTON PUBLIC SCHOOLS

IKB: Homework Policy

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

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

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

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

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

Practice: reinforces newly acquired knowledge and skills.

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

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

High School Homework Policy

The Homework Committee created the following policies and guidance for Barrington High School based upon prevailing research and stakeholder survey data:

1. Research is voluminous and emphatic that high school students should only be assigned meaningful homework that reinforces and encourages the learning processes.
2. Research and survey data require that homework be assigned in a timely manner to reduce stress upon students.
3. Research and survey data confirm that teachers who teach the same course must be consistent in their practices regarding homework assignments.



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4. Research and survey data support that students need instruction on proper organization and time management of their work so as to reduce daily stress.

To meet the objectives outlined here, the following criteria will be observed:

- Teachers will assign all homework and requisite materials during the class period.
- Teachers will post or link assigned homework on Google Classroom or Aspen.
- Teachers will not assign homework to be completed during school vacations, long holiday weekends, religious holidays, or due on the first school day back from break, with the exception of long-range assignments (for example: process steps in projects that span before and after a school break) and Advanced Placement coursework.
- When possible, teachers will avoid giving major assessments the first day back from a break or a long-holiday weekend, with the exception of mid-term and final exams.
- Homework will constitute no more than ten percent of a student's quarter grade.
- Teachers who teach the same courses will collaboratively develop and provide written homework grading practices and protocols that are consistent within each course at the start of the year/course.
- Homework practices and policies will be outlined in the student handbook.
- Advanced Placement Courses: Advanced Placement (AP) curricula and coursework is determined by the College Board. Students will be given a clear outline of expectations for AP homework. On average, students will receive approximately one hour of coursework per night, per course. This average is in addition to any other homework students may receive. Students should consider this strongly when registering for multiple AP courses.

This Homework Committee developed this policy to further support the success of students. Research suggests that high school students should have an average of two hours of homework per night, and that weekends should follow this guideline. Because students have a variety of teachers and courses at BHS, the amount of time a student spends per night on homework may vary by individual.

Please note that students enrolled in multiple AP Courses are likely to exceed this two-hour maximum. Please refer to the AP Letter from Guidance provided during course registration. Additionally, all students will have training on how to use a digital calendar and digital notifications as a planner during a September advisory. Students are responsible for recording their assignments during class and accessing coursework outside of class.

Middle School Homework Policy



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The Homework Committee constructed the following policies and guidelines for Barrington Middle School (BMS) students keeping these, research-based ideas in mind:

1. Homework can positively instill student work habits and autonomy.
2. Homework is an important link between home and school.
3. Homework reinforces critical content knowledge and skill acquisition at the middle school level.
4. Homework provides an informal assessment of student progress and plan instruction. To meet these objectives, the following criteria will be observed:
 - Students may receive up to 10-12 minutes of homework per grade for each grade a student has attended school.
 - If a student cannot complete the homework due to lack of understanding or in the above recommended amount of time, students should refer to the protocol articulated in the student handbook.
 - Teachers will not assign homework over weekends, long-holiday weekends, religious holidays, or vacations.
 - Homework practices and policies will be outlined in the student handbook.
 - Teachers will not administer tests on the day school resumes after a long weekend or school vacation.
 - Teachers will provide timely teacher-directed feedback for any homework assignment.
 - All homework and requisite materials must be assigned during the class period.
 - Assigned homework will be posted or linked on Aspen or Google Classroom.
 - Teachers will only grade homework assignments in the homework category.
 - Homework will be worth 10% of the grade each marking period. It will be graded for accuracy/completion/effort for nightly assignments.
 - All teachers will use the BMS school wide process grading scale for homework grading.
 - Elements/individual components of a project assigned as homework will only be graded for completion/effort as a process homework grade.
 - Grades for final products will be independent of the homework associated with it.



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- Any type of assessed writing assignment must be done in the classroom.

Upper Elementary Homework Policy (Grades 4-5)

The Homework Committee created the following policies and guidelines for Upper Elementary School Students keeping these most prevalent ideas in mind:

1. Research suggests that homework practice should match what students most need.
2. Research indicates that homework has minimal, but some, effects upon 4th and 5th grade academic achievement.
3. Research also reveals that reading has a positive effect on long-term student growth.
4. Research demonstrates that parent involvement in homework has positive effects for elementary school students.

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

- Students may read nightly for a minimum of 20 minutes (self-selected or assigned).
- Teachers will assign no more than 40 minutes of homework, including reading, on a nightly basis. Teachers may assign TenMarks, and/or other research-based, district approved math programs in accordance with this policy.
- If a student cannot complete the homework in the above-recommended amount of time, a student's parent/guardian may attach a note to their work indicating that the student was unable to complete the assignment. Teachers will not penalize students; instead, teachers will utilize this information to support the needs of the individual student.
- Teachers will not grade homework; however, they will provide written or oral feedback and students may be asked to complete their own reflections.
- Each teacher will communicate a clear, written protocol for incomplete homework.
- Grade Levels will develop and provide students and parents with a consistent protocol and implementation of homework practices each trimester.
- Teachers will clearly define and communicate a regular schedule of due dates for assignments as well as how they assign homework to students (e.g., planner, Google Docs).
- In lieu of study guides aimed at memorization, teachers will instruct students to achieve mastery through in-school instruction. Teachers will encourage studying and practicing rules and application rather than memorization.



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- Teachers will not assign homework over school vacation, weekends, long weekends, or religious holidays.
- Teachers will provide direct instruction on how to complete assignments before assigning homework (for example, how to access TenMarks, Amplifiers, and student assignments).
- Homework practices and policies will be outlined in the student handbook.

Lower Elementary Homework Policy (Grades K-3)

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

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

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

Homework Committee Members: Dr. Paula Dillon, Dr. Andrew Anderson, Dawn August, Stephanie Bailey, Diana Baxter, Ed Daft, Denise DeFanti, Alison Grieco, Jonathan Hackett, Peter McFarland, Nic McGinn, Tracy Miller, Gino Sangiuliano, Sam Schachter, Kayla Testa, Seth Tibbetts, Pat Tolento, and Julia Tutt.



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Approved: 8/11/2016

First Read/Amended: 8/1/2018 Second Read/Approved: 8/22/2018



IKF: Addendum to the Graduation Policy for the Class of 2023-2027

World Language Requirements

- a. Middle School Credit – As a reminder, students who complete year one and are proficient in World Language at Barrington Middle School will have 1 credit added to their high school transcript. The grade will be included in their GPA. They will be required to complete the second year of the same language to meet the two credits of graduation requirements. Any student who wishes to change their language may do so; however, students require two years of the same language for the purpose of graduation.
- b. Special Education and Disability Waivers – As a reminder, the student and their team may waive the world language graduation requirement for students with a documented language-based disability, or other disability recognized by URI, RIC, and CCRI as eligible for a waiver. Students who are working for a Transition Pathway are not required to complete two years of a World Language.
- c. Multi-Language Learners – Students for whom English is not their home language are eligible to receive their World Language Credits through APPL proficiency testing. APPL awards four levels of proficiency. Each level will be noted as a credit on the student's transcript. The purpose of this opportunity is to allow students to focus on English development. All students continue to have the opportunity to take World Language, even if they qualify for the testing option.
- d. Sign Language – URI, RIC, and CCRI now recognize American Sign Language as a language that meets the graduation requirements. Although BPS does not have an official sign language program; students may opt to take sign language through the Advanced Course Network (ACN) or other program approved by the Barrington High School Counseling Department in coordination with Administration.

First Read: March 16, 2023

Second Read: April 20, 2023



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IKF: School Internet Filtering Policy

Adopted Pursuant to R.I.G.L. 16-21.61-1

1. Definitions

In accordance with the United States Children's Internet Protection Act (CIPA), the District is required to have in place a filtering device on all computers with Internet access. The filter should protect minors from access to visual depictions that are obscene, constitute child pornography, or that are harmful to minors as defined in CIPA.

2. Internet Filter Work Group

- A. The Superintendent shall appoint an Internet Filter Work Group, which shall include members of the Instructional Technology staff, administrators, Assistant Superintendent of Curriculum and Instruction, Director of Technology, library media specialists, and educators. The Work Group shall propose the categories of content for filtering to the School Committee for its approval.
- B. Principles of academic freedom shall be a factor in the categories selected to filter.
- C. The Internet Filter Work Group shall prepare a document with the list of selected filter categories and a brief explanation of the educational or legal basis for the decision.
- D. The Internet Filter Work Group shall review the filtered categories annually, with a subgroup reviewing monthly, and the Network Administrator will make requisite adjustments.

3. Requests to Unblock Websites

- A. Websites may be unblocked in certain circumstances for the following criteria:
 - a) Educational Need – Valid and relevant educational resources are blocked by the filter.
 - b) Professional Need – Valid and relevant resources are blocked that are necessary for purchasing, research, etc.
- B. A formal request from staff shall be made to the Network Administrator through the online ticketing system. The request submission will include:
 - Date(s) the site is needed
 - Website address to be unblocked
 - Explanation of purpose for unblocking the site (refer to criteria above)
 - Name and email of the requester
 - Date of the request



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C. If deemed appropriate, and if there is no threat to the network or resources, the site Network Administrator will unblock and provide access to relevant personnel and/or students within a week.

4. Denied Requests

If a request to unblock a website is denied, the Network Administrator will provide the specific reasons for the denial, as well as notification of the individual's right to appeal the decision to the Director of Technology and/or the Superintendent.

5. Reporting

A. The Director of Technology will maintain a record of any requests made to unblock a website and subsequent decisions.

B. The Director of Technology will submit annual reports to the School Committee regarding the request and denial data. The report shall be used to assess the efficacy of filtering software and to determine the need for modifications to the software.

First Read: 12/14/17

Second Read/Approved: 1/11/2018 Revised:



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IMG: Service Animals Policy

An individual with a disability is permitted to be accompanied by their service animal on Barrington Public Schools' (BPS) property in accordance with applicable state and federal law, subject to the conditions of this policy. This policy does not cover or allow for the use of therapy animals in schools.

A. General

A "service animal" means a dog that has been trained

- a. as a guide dog;
- b. a hearing dog;
- c. or has been specially trained to do work or perform tasks for the benefit of an individual with a disability other than sight or hearing.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition (with the exception of miniature horses in accordance with Section G below). The work or tasks performed by a service animal must be directly related to the individual's disability.

BPS will not allow service animals to remain on BPS property if they are not housebroken or if the service animal is out of control and the handler does not take effective action to control it. If a service animal is lawfully excluded from BPS property, the individual with a disability served by the animal will be given the opportunity to participate in the program, service or activity without having the service animal on BPS property.

School officials may verify that an animal qualifies as a service animal by asking whether the animal is required because of a disability and what work or tasks the animal has been trained to perform, if it is not readily apparent. Except as otherwise specified in this policy, school officials will not inquire about the nature or extent of the individual's disability or require the individual to provide documentation that the animal is a service animal. To protect the individual and to adhere to guidelines surrounding service animals, the service animal will wear a vest, or similar article, designating service animal status.

A student with a disability will only be allowed to have an animal other than a service animal as an accommodation in accordance with the student's individualized education program (IEP) or Section 504 plan. If a student's IEP or Section 504 plan requires the use of an animal other than a service animal, the Director of Pupil Personnel will work with the student and the parents/guardians of the student to create a plan for the animal's care. The student will be primarily responsible for the care and control of any animal used as an accommodation unless otherwise provided in the IEP or Section 504 plan. Similarly, an adult with the need for a service animal will work with the Director of Finance and Administration to create a plan for the service animal. The IEP or 504 team will develop a written, individualized protocol to be provided to staff and school community for successful integration of the service animal.



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B. Requirements Prior to Bringing a Service Animal on School Property

1. **Prior Written Request:** An individual who wishes to be accompanied by their service animal into a school must make a prior written request to the building administrator or designee at least one week prior to bringing the service animal to the school. An individual who wishes to be accompanied by their service animal to any other school location must make a prior written request to the Superintendent at least one week prior to bringing the service animal to that school location. These requests must be renewed each school year.
2. **Vaccination:** The service animal must be immunized against diseases common to that type of animal.
3. **Health:** The service animal must be in good health. The owner or handler of the animal must submit to the building administrator or designee documentation from a licensed veterinarian a current veterinary health certificate and proof of the service animal's current vaccinations and immunizations each school year.
4. **Control:** All service animals must be under the control of their handlers. Service animals must have a harness, leash, or tether unless the handler is unable to use one or unless the use of a harness, leash, or tether would interfere with the service animal's safe, effective performance. Animals that are not harnessed, leashed, or tethered must be under the control of the handler through some other means, such as voice commands or hand signals.

C. Supervision and Care of Service Animals

The owner or handler of a service animal is responsible for the supervision and care of the animal, including any feeding, exercising, and clean up. However, these issues may be addressed by a student's IEP team or Section 504 team where appropriate based on the individual needs of a student.

D. Removal of Service Animals from School Property

A building administrator or designee can require an individual with a disability to remove a service animal from school property under the following circumstances:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The presence of the animal poses a direct threat to the safety of others; or
4. The presence of an animal would require a fundamental alteration to the service, program, or activity of the school, or school-sponsored events or systems.

If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

E. Damages to a School Property and Injuries



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The owner or handler of a service animal is solely responsible for any damage to school property or injury to personnel, students, or others caused by the animal.

F. Extra Charges

The owner or handler of a service animal will not be required to pay an extra admission fee or a charge for the service animal to attend school events for which a fee is charged.

G. Miniature Horses

Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, classrooms, or at school functions, will be handled on a case-by-case basis, considering the following factors:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
2. Whether the handler has sufficient control of the miniature horse;
3. Whether the miniature horse is housebroken; and
4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy applicable to service animals shall also apply to miniature horses.

H. Denial of Access and Grievance

If a school official denies a request for access to a service animal, the student with a disability or parent or guardian can file a written grievance with the BPS Director of Pupil Personnel Services. If a school official denies an adult request for access to a service animal, the individual with a disability can file a written grievance with the Superintendent.

I. BPD Comfort Dog in the Schools

A service dog (the "Service Animal") owned and handled by the Barrington Police Department ("BPD") may be allowed onto School Department property at certain times pursuant to an appropriate Memorandum of Understanding between the School Department and the BPD.

The MOU shall contain the following terms:

1. The Service Animal shall not be brought onto school grounds without the prior approval of the school's principal.
2. The BPD shall certify that the Service Animal is current on all necessary vaccinations and shall provide the School Department with a record thereof.
3. The BPD shall provide the School Department with a health certification for the Service Animal from a local veterinarian. At no time shall the Service Animal be brought onto school grounds when sick.



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4. The BPD shall provide the School Department with the current service certification and registration information for the Service Animal and its handler.
5. While on school grounds, the BPD shall comply with all School Department policies and with all applicable laws and regulations.
6. The BPD shall ensure that while on School Department property, the Service Animal is on a leash and is never without its handler.
7. The BPD shall secure and maintain comprehensive general liability insurance with a minimum amount of coverage of one million dollars per occurrence to cover any injuries or loss caused by the Service Animal. The BPD shall provide proof of said insurance to the School Department which shall provide that said insurance may not be canceled, non-renewed, or materially amended in scope and amount of coverage.
8. The BPD shall indemnify, defend, and hold harmless, the School Department and its administrators, officers, agents, employees, and the Barrington School Committee, against and from any loss or damage caused by the Service Animal.

An appropriate Waiver of Liability shall be required before a student or staff member is permitted to interact with the Service Animal.

References:

R.I. Gen. Laws § 40-9.1-1.1

Americans with Disabilities Act, 28 CFR Part 35

First Read: 5/10/2018

Second Read/Approved 5/31/2018

Revised First Read: 9.12.2024

Second Read: 10.10.2024

Approved: 10.10.2024



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INB: School Library Bill of Rights

For School Library Media Center Programs

Approved by American Association of School Librarians' Board of Directors, Atlantic City, 1969

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literacy, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Board of Education of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.



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INB: Teaching Controversial Issues

RESOLVED, That it is an inherent duty of public school teachers to be aware of their responsibilities to insure the continuance of a democratic society by democratic means. A basic axiom held by citizens of the United States is that a democratic way of life establishes the ideas and purposes of a democratic education. American citizens believe in lessons of the past, the wisdom of their laws, the ideals of their Declaration of Independence, the liberties and rights of their Constitution, and the freedoms of their way of life. American democracy has its roots in the heritage of many cultures and personal freedoms have been won with difficulty. Academic freedom, expressed as a search for truth, is regarded as a keystone in the democratic process, and it is believed that an unbiased and objective discussion of controversial issues is necessary in a free and healthy system of learning.

RESOLVED, That in considering controversial subjects the teacher should be aware of the issues that grow from fundamental and historic factors in American development. Courses of study should include issues that are timely, of interest to pupils and encourage the students' intellectual, ethical, and emotional maturity.

RESOLVED, That students should be encouraged to acquire such democratic attitudes as the following: A respect for the opinions of others and a sense of responsibility with regard to working with those who hold different opinions, an ability to think critically and to be open-minded, to reach decisions based on consideration of facts, to seek new facts and to accept new evidence, and to reserve judgment until the full issue is presented.

RESOLVED, That public school teachers have the professional responsibility to abstain from imposing their personal opinions, and beliefs upon their pupils. It is their responsibility to teach their pupils to distinguish between "fact" and "opinion" to urge reservation of judgment and opinion until thorough analysis of all data is made, and to encourage understanding of the existence of honest differences of opinion about a subject. As citizens, teachers have the right of personal opinion on controversial subjects.

Approved by:

School Committee Resolution as of



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INI: Selection Policy for Instructional Resources

I. Introduction

The purpose for this policy statement is to provide guidelines for the selection and review of various categories of instructional resources. This includes a rich variety of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view, to meet the needs of students and teachers and reflect the philosophy and goals of the School Department. The primary purpose of instructional resources is to implement, support, and enrich the School Department's educational program. This policy outlines the responsibilities, objectives, criteria for selection, as well as procedures for both selection and reconsideration of resources.

II. Definition of Instructional Resources

Instructional resources are defined as all resources designed to support the instruction of a subject or course including but not limited to textbooks, library books, newspapers, magazines, printed materials, charts, recordings, videos, DVD's, pictures, exhibits, slides, transparencies, online resources, speakers and other personnel resources and all technology based materials.

III. The Barrington Policy exists to:

- a. define the criteria for determining the standards and process of selecting and reviewing instructional resources.
- b. inform school personnel, members of the School Committee, and the community of the specific instructional resources selection and review practices of the School Department.
- c. define the responsibilities of the individuals involved in the selection and review of appropriate instructional resources.
- d. serve as a means for reaching agreement on the selection of review of instructional resources.
- e. instill community confidence in the schools by presenting a thorough and reasoned philosophy and procedure underlying the selection and review of instructional resources.

IV. Statement of Philosophy

The School Department believes in the principles of intellectual freedom including, but not limited to, those described in the Library Bill of Rights by the American Library Association and the Students' Right to Read by the National Council of Teachers of English.

V. Responsibility for the Selection of Instructional Resources

The School Committee is legally responsible for the selection of instructional resources. While maintaining oversight of the selection policy, the School Committee delegates the responsibility



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for the selection of all instructional resources to the Superintendent. The Superintendent creates administrative procedures identifying those individuals to be defined in the selection process. The selection process is a collaborative effort involving administrators, faculty, students and community members. Responsibility for the actual selection of instructional materials rests with School Department curriculum committees which include representatives of those professionals who will be implementing or instructing with the materials.

VI. Criteria for the Selection of Instructional Resources

a. Appropriate for recommended levels

Instructional resources should be accessible to students of varied abilities, and should meet informational and interest needs of all students.

b. Pertinent to the curriculum and the objectives of the instructional program

Instructional resources should be selected on the basis of assessed curricular needs. Resources should reflect the identified learning outcomes (Rhode Island Grade Level Expectations/Grade Span Expectations) of the instructional program.

c. Accurate in terms of content

Instructional resources should present facts in an objective manner. Authority of the author, organization, publisher/producer should be a consideration in selection. Resources concerning human development and family life should contain facts which are presented in a manner appropriate to the level of the students. Medical and scientific knowledge should be made available without a biased selection of facts.

d. Reflective of the pluralistic nature of a global society

Instructional resources should provide a global perspective and promote diversity as a positive attribute of our society by including resources by authors and illustrators of all cultures.

e. Unbiased in purpose

Resources should reflect the basic humanity of all people and should not promote stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Instructional resources concerning religious, philosophical, social, ideological and political content should inform rather than indoctrinate.

f. Representative of differing viewpoints on controversial subjects

Instructional resources should provide free and equitable access to information on all sides of a controversial issue to help students acquire a knowledge base and develop critical thinking and problem solving skills.

g. Appropriate format for effective teaching of the curriculum

Instructional resources should be available in a variety of formats, e.g., print, non-print, electronic, multimedia, to meet the needs and learning styles of a diverse student population.



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h. Recent copyright date as appropriate to the subject

Instructional resources should be assessed for currency of the information as it relates to the content and purpose of the item.

i. Acceptable in literary style and technical quality

Literary quality, technical merit, physical arrangement, and aesthetic characteristics should be considered as integral components in the evaluation of all media formats. Regarding language use, resources that include sexual, violent, vulgar and/or profane content should be subject to stern tests of literary and artistic merit and reality, and should take into consideration the age and grade level of the students who would use it. The fact that such content may appear does not automatically disqualify resources for use. Rather, the decision should be made on the basis of whether the resource is of literary and artistic value, and whether it upgrades human dignity.

j. Cost effective

Instructional resources should be evaluated for cost effectiveness in terms of accessibility, projected use and durability.

VII. Procedures for Selecting Instructional Resources

a. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, appropriate sources.

b. Resources will be examined by professional staff to the extent necessary or practicable to apply the criteria.

c. Recommendations for purchase involve administrators, teachers, and the Assistant Superintendent for Curriculum and Instruction, students and community persons as appropriate.

d. Textbooks will be selected after examination by a representative committee of teachers, principals, department chairs/curriculum leaders, librarians, and others who have professional expertise in objective evaluation of resources.

e. Gift resources shall be judged based on the same selection criteria and shall be accepted or rejected by those criteria

f. Selection of resources is an ongoing process that will include the removal of resources no longer appropriate and the replacement of lost and worn resources still of educational value.

g. Notwithstanding any language set forth above to the contrary, the principal alone shall have the authority to approve speakers and other limited resources at times or on occasions not to exceed three (3).

VIII. School Department Procedures for Reconsideration of Challenged Instructional Resources



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Occasional objections to some resources may be voiced by the public despite the care taken in the selection process and despite the qualifications of person selecting resources. If the objection cannot be resolved at the school level, the following procedures should be observed

1. Discuss objections with the building administrator or his/her designee at the building level.
2. Inform the complainant of the selection procedures.
3. Invite the complainant to file his or her objections in writing on the Citizen's Request for Reconsideration of Instructional Resources form. The form will be sent to the Superintendent and he/she will keep the School Committee informed.
4. Reconsideration requests will be heard by the Reconsideration Committee. The Reconsideration Committee shall have one permanent member, the Assistant Superintendent for Curriculum and Instruction. Other members shall include administration, library/media, classroom teachers and community members.
5. A meeting of the Reconsideration Committee will be scheduled to occur within three (3) weeks of the date of submission of the request for reconsideration form.
6. The Reconsideration Committee will:
 - a. Reexamine the challenged resources
 - b. Survey appraisals of the resources in professional reviewing sources
 - c. Assess the resources as a whole, based on the criteria
 - d. Discuss the resources and prepare a written report to the Superintendent within six (6) weeks of the date of the submission of the request for reconsideration form.
7. The Superintendent will review each recommendation of the Reconsideration Committee and complainant and shall render a decision regarding the matter within two (2) weeks of the receipt of the report of the Reconsideration Committee.

IX. Appeal to the School Committee

1. If the complainant disputes the decision, the complainant may appeal to the School Committee within two weeks following the rendering of the Superintendent's decision.
2. The final decision of the School Committee shall be delivered to the complainant and staff members in writing in a timely manner.

Legal Reference

Rhode Island General Laws §§16-2-9 and 16-2-11

Approved: 4/24/1975 Revised: 10/18/2007



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INI: Selection & Reconsideration Policy for Barrington Public School Libraries

Library Mission

The Barrington Public Schools Library's mission is to engage the school community by nurturing lifelong readers, designing opportunities for research-based learning, collaborating with colleagues across the curriculum, developing curated resources, and providing flexible learning environments.

Support for Intellectual Freedom

The school libraries of this district are guided by the principles outlined in the [Library Bill of Rights](#) and its interpretative statements, including "[Access to Resources and Services in the School Library Program](#)," "[Diverse Collections](#)," and [The Students' Right to Read Statement](#) of the National Council of Teachers of English.

Intellectual freedom provides free access to varying expressions of ideas through which a question, cause, or movement may be explored. Our libraries serve as a point of voluntary access to information and ideas and a learning laboratory for students as they acquire the critical thinking and problem-solving skills needed in a pluralistic society.

Public, K-12, and high education library services and resources nurture and sustain personal development, individual interests, and recreational needs of our diverse community of students and faculty. Library workers have a professional and ethical responsibility to be fair and just in defending the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

Objectives

- To provide faculty, staff, and students with materials that enrich and support the curriculum and meet the their needs;
- To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with a diversity of appeal, allowing for the presentation of many different points of view, and lived experiences;
- To select materials that present multiple viewpoints of all issues, including controversial ones, giving students an opportunity to develop analytical skills resulting in informed decisions;
- To select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.



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Responsibility for Selection in the School Library

The School Committee delegates the authority and responsibility for selecting library materials in all formats to the Superintendent. The selection process is a collaborative effort involving administrators, faculty, students, and community members. The responsibility for actual selection and deselection rests with the certified School Library Media Specialist using the School Committee's adopted selection criteria and procedures and approved by the District administration outlined below.

Library Selection Criteria

General Criteria:

- A. Support and enrich the curriculum and/or students' interests and learning.
- B. Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format. Resources that include sexual, violent, vulgar, and/or profane content should be subject to stern tests of literary and artistic merit and reality. Librarians will consider the age and grade level of the students who would use them. Such content does not automatically disqualify resources for use. Rather, the decision should be based on whether the resource is of literary and artistic value and whether it upgrades human dignity.
- C. Fall under the standard of educational suitability for the subject area and the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- D. Incorporate accurate and authentic factual content from credible and authoritative sources.
- E. Earn favorable reviews in professional library journals and/or favorable recommendations based on examination of materials by the professionally trained and certified School Library Media Specialist.
- F. Exhibit a high degree of potential user appeal and interest.
- G. Duplicate copies of extensively used material.
- H. Replace worn, damaged, or missing materials.
- I. Contribute to the variety of viewpoints on all issues, including controversial ones. Materials on opposing viewpoints on controversial issues, reviewed through the use of credible and authoritative selection aides (such as ALA's top five recommended School Library reviewing sources), are provided to enable students to develop necessary critical thinking skills, be discriminant users of information, and be productive members of society.



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- J. Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
- K. Include a variety of resources in physical and virtual formats, including print, non-print, electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies).
- L. Demonstrate physical format, appearance, and durability suitable to their intended use.
- M. Balance cost with patron needs.

Selection of Diverse Resources:

Barrington Public Schools School Library collections are developed to include diverse materials reflecting a full range of viewpoints and experiences. School Library Media Specialists proactively seek to include abundant resources and programming representing the greatest possible diversity of genres, ideas, and expressions. These include, but are not limited to, representations of varied family structure, socioeconomic status, culture, ethnicity, gender, race, language, age, disability, sex, sexual orientation, partisan ideology, economic theory, social philosophy, and religious affiliation.

The effort will be made to locate, review, and acquire materials from diverse authors and viewpoints. Barrington Public School School Library Media Specialists consider alternative, small press, independent, and self-published content in various formats. We also work with our diverse families to understand their needs.

Requirements for the Development of a Diverse Library Collection:

- A. seeking content created by and representative of marginalized and underrepresented groups;
- B. considering resources from self-published, independent, small, and local producers;
- C. evaluating how diverse collection resources are cataloged, labeled, and displayed;
- D. including content in the languages used in the community that the library serves, when possible;
- E. selecting content in multiple formats; and
- F. providing resources in formats that meet the needs of users with disabilities.

Library Acquisitions Procedures



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- A. The School Library Media Specialist will evaluate the needs of the individual school library based on an examination of the existing collection, knowledge of the curriculum, and consideration of the needs and interests of faculty and students.
- B. In selecting library resources, professional personnel will evaluate available resources and curriculum needs and consult reputable, professionally prepared aids for selecting and other appropriate sources, using resources such as Association for Library Service to Children (ALSC) Notable Children's Books, Booklist; School Library Journal, We Need Diverse Books website, and Young Adult Library Services Association (YALSA) Best Books for Young Adults.
- C. The professionally trained and certified School Library Media Specialist will examine and evaluate the resource when reviews are unavailable for a resource important to collection development.
- D. Gifts and donations must be approved by the School Committee and follow the criteria outlined within this policy. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.
- E. Selection is an ongoing process that includes removing materials that are no longer used or needed, adding materials, and replacing lost and worn materials that still have educational or recreational value.

Library Collection Maintenance and Weeding

Professional library staff will develop a collection maintenance plan and periodically review the library collection to determine which materials should be removed or replaced.

Criteria for the Deselection of Library

Materials Content that

- A. is misleading or factually inaccurate
- B. contains stereotyping or contributes to stereotyping and or negative stigma
- C. is worn and beyond mending or rebinding
- D. is superseded by a new edition or much better resource
- E. is obsolete and of no discernible literary or scientific merit and of limited interest at some time in the past
- F. is not relevant to the curriculum or school supported extracurricular activities
- G. has not circulated for an extended period of time.

Procedures for the Deselection and Disposal of Instructional Materials

- A. In deselecting instructional resources, School Library Media Specialists will evaluate resources and curriculum needs. They will adhere to the above criteria in consultation with the Assistant Superintendent for Curriculum and Instruction.
- B. All deselected items will be marked as discarded.



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- C. When appropriate, deselected materials shall be donated to students and the community, recycled, or destroyed.

Library Reconsideration

Despite the careful selection of library resources and the qualification of those involved in the selection process, objections to library resources may occur. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.

A Barrington Public Schools (BPS) student, or the student's parent(s), may express an informal concern or formal request for reconsideration of a library resource relating to the school that the student attends

Whether during an informal complaint or a formal reconsideration of a library resource, School Library Media Specialists and administrators will be guided by the following principles:

- When library resources are reconsidered, the principles of the freedom to read, listen, and view are the priority in the reconsideration process.
- Parents or guardians have the right to guide their children's reading, viewing, and listening. However, the same right is extended to other parents/guardians.
- A questioned item will be considered entirely, not judged solely on portions taken out of context.
- Questioned items will remain in circulation during the reconsideration process.
- The criteria and procedures enumerated in the Selection & Reconsideration Policy for Barrington Public School Libraries will be applied.
- The popularity of the work among students and the length of time that the school has been using the book will be considered.

Persons who challenge print or digital library resources should state their concerns to the School Library Media Specialist or Principal. The School Library Media Specialist or Principal will attempt to resolve the issue with an informal discussion.

As part of the discussion, the School Library Media Specialist and/or Principal will explain the library's selection policy, selection criteria, collection diversity with resources from many points of view, and the selection process for the school's span of grades and ages.

If the complaint is not resolved informally, the complainant may formally request reconsideration.

1. The complainant will receive the Selection & Reconsideration Policy for Barrington Public School Libraries.
2. The complainant will complete and submit the Citizen's Request for Reconsideration of Library Resources form to the Principal within ten business days.



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3. If a completed reconsideration form is not submitted within ten business days, the matter is considered closed.
4. Upon receipt of the form, the Principal should notify and provide a copy of the reconsideration form to the Superintendent, Library Department Head, and the School Library Media Specialist.
5. The Superintendent or the Superintendent's designee will schedule a formal reconsideration meeting with the Superintendent or Superintendent's designee, Principal of the school in which the form is submitted or Principal's designee, Library Department Head, certified School Library Media Specialist employed at the school in which the form is submitted, a representative of the school committee, and a grade-appropriate teacher.
6. The Review Committee's written decision shall be presented to the complainant and the school committee within 30 days of receiving the Request for Reconsideration of Library Resources.
7. The procedures for an appeal to the School Committee will be as follows:
 - a. A written request for appeal must be received by the School Committee within 30 days of the Review Committee's decision.
 - b. The School Committee reserves the right to use outside expertise to help with decision-making.
 - c. Final determination on the complaint will be made by the School Committee at the next regular or special meeting within 30 days of the written request to the Superintendent.
 - d. The School Committee will provide a written statement of reasons for the removal, limitation, or non-removal of the library material and any determination that is contrary to the recommendations of the review committee. The written statement will be posted on the School Committee website within 30 days of the decision. The School Committee's decision will be final, and the superintendent will implement the decision.

If the challenged library resource is retained, the district will not convene a reconsideration committee relative to the same complaint for a period of five years.

First Read 10/12/2023

Approved 10/19/2023

Amended May 7, 2026



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Barrington Public Schools

Citizen's Request for Reconsideration of Library Resources

Name (print)	
Date	
Address	
Email	
Telephone Number	
Group affiliation if any	
Resource on which you are commenting	<ul style="list-style-type: none">• Book• eBook• Online subscription resource (subscription database, online textbook, etc.)• Periodical (magazine or newspaper)• Other:
Title	
Author	
What brought this resource to your attention?	
Have you read or viewed the resource in its entirety?	
What specific concerns do you have about the resource? (use other side	



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or additional pages if necessary)	
Do you believe that there is any value in this material?	

Signature of Complainant



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JBA: Prohibition Against Harassment, Intimidation, Bullying, Teen Dating Violence and Sexual Violence

Harassment, intimidation, bullying, teen dating violence and sexual violence are prohibited in the public schools of Barrington, Rhode Island (R.I.G.L. 16-21-26, 16-21-30)

No student, school employee, volunteer or other member of the school community shall at school personally engage in, nor solicit and/or encourage any other individual to engage in, any action, of harassing, intimidating, bullying, teen dating violence or sexual violence of any other student.

Definition

At school means in a classroom, on or immediately adjacent to school premises, on a school bus or other school- related vehicle, at an official school bus stop, or at any school-sponsored activity or event whether or not it is on school grounds.

Harassment, intimidation or bullying occurs when a student intentionally assaults, batters, threatens, harasses, stalks, menaces, intimidates, extorts, humiliates, or taunts another student. Bullying also occurs when a student or a group of students organize a campaign of shunning against another student or when a student or a group of students maliciously spread rumors about another student.

Dating Violence occurs when there is a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner.

Sexual Assault includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- intentional touching of someone in ways that are unwanted
- voyeurism
- exposure to exhibitionism
- undesired exposure to pornography, or
- public display of images that were taken in a private context or when the victim was unaware

General

The School Department shall, from time to time, provide training of school employees and volunteers who have significant contact with students concerning this policy.



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The violation of this policy by students shall be punishable in accordance with the Code of Conduct established at each school. The violation of this policy by an employee, volunteer or other member of the school community shall subject the individual to disciplinary action up to and including termination.

Reporting Responsibilities

The principal of each school shall establish – and prominently publicize to students, staff, volunteers, and parents – how to report bullying and how such reports will be acted on. The victim of bullying, dating violence, or sexual violence; witnesses/bystanders to such actions; or anyone who has information that these actions have occurred may file a report.

Investigation

The principal, or designee, shall develop procedures and guidelines for the investigation of a bullying, dating violence, and sexual violence reports. If the allegation is found to be credible, appropriate disciplinary sanctions, subject to due processes procedures, shall be imposed.

Whenever bullying, teen dating violence, or sexual violence involved conduct that violates criminal law, the police shall be notified.

Disciplinary Sanctions

Disciplinary sanctions of bullying, dating violence, or sexual violence may include but are not limited to loss of privilege to participate in extra-curricular activities including athletics and school social events; loss of school bus transportation; and – depending on the extent of involvement in the prohibited activity – suspension from school.

Victim Rights and Protection

The district is committed to creating a campus environment that promotes timely and fair adjudication of bullying, teen dating violence, and sexual violence cases. Principals shall establish guidelines to protect the rights and privacy of the victim as well as the due process rights of the alleged perpetrator.

Prevention

The principal of each school shall ensure that students and staff are instructed on how to identify, prevent and report bullying, teen dating violence, and sexual violence. The principal shall also ensure that the school health program and counseling services include the appropriate social skills training to help students avoid isolation and help them interact in a healthy manner.

School staff shall model correct and courteous behavior to each other, to students, parents and visitors. Abusive or humiliating language or demeanor shall not be accepted. The staff shall



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ensure that each student is known by a teacher that the student can turn to if abuse develops. To the extent possible, the influence of cliques and other exclusive student grouping shall be

diminished by the creation of inclusive school activities in which all students are encouraged to participate.

Approved 12/18/08



BARRINGTON PUBLIC SCHOOLS

JBA: Student Non-Discrimination & Anti-Harassment Policy

I. PURPOSE

It is the policy of the Barrington Public Schools ("BPS" or the "District") to maintain an educational environment in which all students are treated with respect and dignity. Each student has the right to learn in an educational atmosphere free from discrimination and harassment based on race, color, sex, disability, age, religion, national origin, gender identity or expression, genetic information, sexual orientation, pregnancy, childbirth or related medical conditions, citizenship status, marital status, military status, and any other category protected by law. Discrimination and harassment, whether verbal, non-verbal, or physical, are unacceptable and will not be tolerated.

II. POLICY

This policy prohibits discrimination against and harassment of students by teachers, administrators, BPS staff members, other students, and third parties such as visitors and volunteers. With the exception of sexual harassment, which is covered by the District's Title IX Policy, this policy applies to all allegations of discrimination or harassment in any activity under the auspices of the District, including but not limited to enrollment, provision and accessibility of programs and services, and participation in athletics and other extracurricular activities. Violations of this policy may result in disciplinary or other appropriate corrective action.

Equal Opportunity Officer

The shall serve as the Equal Opportunity Officer, who shall be responsible for overseeing compliance with this policy.

Discrimination and Harassment Defined

For purposes of this policy, harassment is defined as any unwelcome verbal, non-verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of their membership in or association with an individual in a protected class. For example, racial harassment includes harassment based on an immutable characteristic associated with race (skin color or facial features). For the definition of sexual harassment, please refer to the BPS Title IX Policy.

It is a violation of this policy for an individual to engage in harassing conduct that:

- (1) has the purpose or effect of creating an intimidating, hostile, or offensive educational environment;
- (2) has the purpose or effect of unreasonably interfering with an individual's educational performance; or
- (3) otherwise adversely affects an individual's academic opportunities.

While it is not possible to list all of the circumstances that may constitute harassment under this policy, examples of behavior that may violate this policy include but are not limited to the



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following (if based on an individual's race, color, sex, disability, age, religion, national origin, gender identity or expression, genetic information, sexual orientation, pregnancy, childbirth or related medical conditions, citizenship status, marital status, military status, or other category protected by law):

- epithets, slurs, quips, and negative stereotyping;
 - threatening, intimidating or hostile acts;
 - written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group, and that is placed on walls, bulletin boards, or elsewhere on the school premises, or circulated or displayed in the educational setting; and
 - "jokes," "pranks" or other forms of "humor" that are demeaning or hostile.
- Unlawful discrimination refers to the unfair or unequal treatment of an individual, or group, based on the individual's or group's race, color, sex, disability, age, religion, national origin, gender identity or expression, genetic information, sexual orientation, pregnancy, childbirth or related medical conditions, citizenship status, marital status, military status, or other category protected by law. Any type of discrimination or harassment, whether engaged in by students, employees, or other individuals with whom students may come into contact in the course of their education (e.g., volunteers, visitors, service providers or contractors), is contrary to this policy and will not be tolerated.

Reporting Discrimination and Harassment

For the District's policy on reporting and investigating incidents of sexual harassment, see the BPS Title IX Policy. For all other forms of discrimination and harassment, the following policy applies:

Note: The availability of this complaint procedure is in addition to and does not foreclose students who believe that they are being subjected to discriminatory or harassing conduct from promptly advising the offender that their behavior is unwelcome and requesting that it be discontinued, if the student feels comfortable doing so.

I. Where to report.

Report to any trusted educator, such as a teacher, principal, assistant principal, school nurse, guidance counselor or social worker, or to the Equal Opportunity Officer (Barrington Public Schools, 401-245-5000 x 2). In addition to the above, any student who believes they have been subjected to discrimination or harassment may file a formal complaint with the following governmental agency:

The United States Department of Education Office for Civil Rights ("OCR")

5 Post Office Square Boston, MA 02109



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(617) 289-0111

II. When to report.

All complaints should be reported as soon as possible. While there is no time limit for making a complaint, the sooner the District knows about the complaint, the sooner it can take steps to stop any discriminatory behavior and remedy its effects.

III. How to report.

Complaints may be made orally or in writing. The contents of a complaint generally should include:

- The complainant's name;
- The name of the alleged perpetrator;
- A description of the conduct, including the date, time, and location; and •
The names of any witnesses.

IV. What to Expect After a Report

- A consultation meeting with the complainant will be held with the EEO.
- At that meeting, next steps will be determined.

V. Responsibility of employees to report discrimination and harassment.

Any employee who becomes aware of an incident of possible discrimination or harassment affecting a student (and keeping in mind that this policy prohibits behavior that may not rise to the legal definition of discrimination or harassment) must immediately notify their building principal, if applicable, and the Equal Opportunity Officer. An employee's failure to report is a violation of this policy and will result in discipline.

Investigations, Confidentiality, and Resolution

All allegations of discrimination and harassment will be investigated. The formality of the investigation may vary based on the nature of the allegation(s) and the age/maturity level of the student(s) involved. Most investigations will include interviews with the parties involved and, when necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. If an individual refuses to participate in an investigation, BPS will base its conclusions on the other information gathered during the inquiry and inferences drawn from all of the credible evidence. BPS encourages the informal resolution of discrimination and harassment complaints where appropriate.

BPS will endeavor to maintain confidentiality throughout the investigatory process to the extent practical and appropriate under the circumstances. The investigator or other BPS official(s) may, however, have a legal obligation to share information received during an investigation. For example, BPS is required to report known and suspected cases of child abuse to the



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Department of Children, Youth and Families. BPS may also have an obligation to report known or suspected violations of the law to local law enforcement.

Retaliation and Malicious Reporting Prohibited

BPS prohibits retaliation against any individual who makes a report of discrimination or harassment or who cooperates in an investigation. Students are encouraged to report any instances of retaliation. A finding of retaliation will result in disciplinary or other appropriate corrective action.

Similarly, if an investigation results in a finding that a complainant knowingly and falsely accused another person of discrimination or harassment, the complainant will be subject to disciplinary or other corrective action.

[Title IX of the Education Amendments of 1972] [Title VI of the Civil Rights Act of 1964]

[The Age Discrimination in Employment Act] [Section 504 of the Rehabilitation Act of 1973]
[R.I. Gen. Laws § 16-38-1]

[R.I. Gen. Laws § 16-38-1.1]

First Read: July 14, 2022

Approved: July 28, 2022

Approved July 25, 2023



BARRINGTON PUBLIC SCHOOLS

JBAA: Transgender, Gender Non-Conforming, and Transitioning Students

Protocols

I. Protocol

The purpose of this protocol is to ensure that the Barrington School Department is in full compliance with the following:

- The Rhode Island Department of Education's Guidance for Rhode Island Schools on Transgender and Gender Nonconforming students, as set forth in its May 2016 Guidance;
- The United States' Department of Education Guidance on Transgender Students, as set forth in its May 13, 2016 Dear Colleague Letter pertaining to transgender students;
- The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (1974), as it pertains to transgender, gender nonconforming and transitioning students; and
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., as each pertains to transgender, gender non-conforming and transitioning students.
- Rhode Island General Laws § 11-24-1 et. seq.

The Barrington School Department is committed to ensuring a safe and supportive learning environment for all students. It is committed to ensuring that all educational professionals and other school staff be supportive role models and strong advocates for the safety and well-being of students. All students need a safe and supportive school environment to progress academically and developmentally. Therefore, this protocol shall:

- Foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression;
- Ensure compliance with state and federal law concerning bullying, harassment, and discrimination;
- Reduce the stigmatization of and improve educational integration of transgender and gender non-conforming students, maintain the privacy of all students, and foster cultural competence and professional development for school staff; and
- Support healthy communication between educators and parent(s)/guardian(s) to further the successful educational development and well-being of every student.



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II. Definitions

“Bullying” means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that causes physical or emotional harm to the student or damage to the student’s property; places the student in reasonable fear of harm to themselves or of damage to their property; creates an intimidating, threatening, hostile or abusive educational environment for the student; infringes on the right of the student to participate in school activities; or materially and substantially disrupts the education process or the orderly operation of the school. The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression of mental, physical or sensory disability, intellectual ability or by any other distinguishing characteristic.

1. “Gender Expression” is the manner in which a person represents or expresses their gender to others, often through behavior, clothing, hairstyles, activities, voice and mannerisms.
2. “Gender Identity” is a person’s deeply held sense or psychological knowledge of their own gender. One’s gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual’s personality that is generally established at a very early age, although the age at which individuals come to understand and express their gender identity may vary.
3. “Gender non-conforming” is a term used to describe people whose gender expression differs from stereotypic expectations. This includes people who identify outside traditional gender categories or identify as both genders. Other terms that can have similar meaning include gender variant, gender expansive or gender atypical.
4. “Sexual orientation” is a person’s romantic or sexual attraction to people of the same or opposite gender or multiple genders. Some common sexual orientations are straight, gay, lesbian, bisexual, pansexual, queer, etc. A transgender or gender non-conforming person can have a sexual orientation.
5. “Transgender” is an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with their assigned sex at birth. A transgender male is someone who identifies as male but was assigned the sex of female at birth. A transgender female is someone who identifies as female, but was assigned the sex of male at birth.
6. “Transition” is the process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity



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affirmed and respected. Transgender individuals may undergo transition at any stage of their lives, and gender transition can happen swiftly or over a long duration of time.

III. Protocols for Students Who Identify as Transitioning, Transgender and Gender Non-Conforming

1. The school and staff shall accept a student's assertion of their gender identity when there is:

- (1) a consistent and uniform assertion of the student's gender identity; OR
- (2) any other evidence that the student's gender identity is sincerely held.

Note: There are times when a student may not consistently and uniformly assert their gender identity because of the threat of discrimination or violence.

A. Elementary School Students: If school staff believe that a gender identity issue is presenting itself and creating challenges for a student at school, or if a student or parent(s)/guardian(s) of a student indicates an intention on behalf of the student to transition, the school should make every effort to work with the student and the child's parents. Where the student has expressed an intention to transition, the school should meet with the family to prepare for a formal gender transition at school and put in place measures for supporting the child and creating a sensitive, supportive environment at school.

B. Secondary School Students: If school staff believe that a gender identity issue is presenting itself and creating challenges for a student at school, or if the student or parent(s)/guardian(s) of a student indicates an intention to transition, the school should make every effort to work with the student. Generally, notification to a student's parent(s)/guardian(s) about their gender identity, expression, or transition is unnecessary, as they are already aware and supportive. However, some transgender students do not want their parents to know about their transgender status. These situations must be addressed on a case-by-case basis and require schools to balance the goal of supporting the student with the desire that parents be kept informed about their children. In these circumstances, school administration should ask the superintendent for direction on how to proceed. If the administration determines that notifying the family carries risks for the student, it should work closely with the student to assess the degree to which, if any, the family will be involved in the process and must consider the age, health, well-being and safety of the student.

2. When a student has expressed an intent to transition, in order to ensure that the school is a supportive and safe environment, the School Department shall develop a "Gender Transition Plan" for the student, which adheres to the following protocol:

A. Resources: Make resources available to parents and students who have additional questions or concerns.



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B. Privacy: Ensure the privacy of students who are transitioning to the extent that the student desires. Transgender and gender nonconforming students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom and how much of their private information to share with others.

- a. The School Department shall work closely with the student and family in devising an appropriate plan regarding confidentiality of the student's transgender or gender nonconforming status that works for both the student and the school.
- b. School personnel shall not disclose information that may reveal a student's transgender status, unless legally required to do so or unless the student has authorized such disclosure¹.
- c. A student's transgender or gender non-conforming status may constitute confidential medical information. Therefore, only certified school nurse teachers and other licensed professionals shall be given access to accurate

Under FERPA, only those school employees with a legitimate educational need should have access to a student's records or other information contained in those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA, and reliable information to confirm a student's identity in order to ensure that the student receives appropriate care and to enable them to coordinate care with other health care providers or licensed professionals, as well as to file health insurance claims. Nurses are legally required, per the RI Rules and Regulations for School Health Programs, to maintain an individual school health record for every student that accurately documents clinical information relating to their patients and must keep their patients' health records confidential.

C. Names/ Pronouns: Address the issue of names/pronouns with respect to the student as follows

- a. If a student has changed their name through legal means, then official school records shall reflect the change and students should be addressed accordingly.
- b. Students who have not legally changed their name shall be privately asked how they would like to be addressed. This name should be referred to as their "preferred name."
 - o The school, student and family (if they are involved) should be engaged and develop a plan for using the preferred name and pronoun within the school.
 - o The plan should include when and how this is communicated to staff, to students and to parents of other students if desired.

The goal of this plan shall be on how the sharing of information will benefit the student.



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- o Students shall then be addressed by school staff by the name and pronoun corresponding to the student's gender identity according to their wishes.
- o Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds with their gender identity. 2

D. Official School Records: Address the issue of official records with the student and parents as follows:

Requiring students to take these steps may be a violation of Title IX of the Education Amendments of 1972.

- a. To the extent that the school is not legally required to use a student's legal name or gender on school records and other documents, the school shall use the name and gender preferred by the student.
- b. Records that legally require the use of a student's legal name and gender, shall be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law.
 - o The documentation required for a legal change of name and/or gender is a court order or federally issued document, such as a birth certificate or passport, demonstrating the student's new name.
- c. In situations where school staff or administrators are required by law to use or report a transgender student's legal name or gender, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information. These practices shall be shared with students and their parent(s) and/or guardian(s).
- d. With respect to directory information, students shall be assured that the School Department shall not designate a student's sex, including transgender status as directory information under FERPA, because doing so could be a harmful invasion of privacy.

E. Dress Codes: Address the issue of dress codes as follows:

Schools may enforce dress code pursuant to School Department policy.

- a. Students shall have the right to dress in accordance with their gender identity, within the parameters of the dress code adopted by the District.
- b. School staff shall not enforce a dress code more strictly against transgender or gender non-conforming students than other students.
- c. Dress codes shall be general statements that ensure the proper dress for all students.



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F. Restroom, Locker room and Changing Facilities: Address the issue of restroom and locker room accessibility as follows:

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe and adequate, so that they can comfortably and fully engage in their school program and activities.

- a. Transgender or gender non-conforming students shall be assured of their right to use any locker room or restroom that aligns with their gender identity.
- b. A transgender student shall not be required to use a locker room or restroom that conflicts with the student's gender identity, nor shall a transgender student be mandated to use a particular restroom or locker room.
- c. Any student who expresses a need or desire for increased privacy should be provided with reasonable alternative arrangements.
 - o Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom.
 - o Any alternative arrangement for a transgender, gender non-conforming or transitioning student should be provided in a way that protects the student's ability to keep their transgender status confidential if they so choose.

G. Physical Education Classes and Intramural and Interscholastic Athletic Activities:

Students shall be allowed to participate in sex-segregated physical education classes or athletic activities, including intramural and interscholastic athletics, in a manner consistent with their gender identity.

- d. If the students desires to participate in an interscholastic sport, provide the student with a copy of the Rhode Island Interscholastic League's policy on "Gender Identity Participation."
- e. If the student so desires, develop a plan for a school administrator or athletic director to contact the Rhode Island Interscholastic League (RIIL) to start the gender identity eligibility appeal process pursuant to RIIL Policy.

H. Other Gender Based Activities, Rules, Policies and Practices:

The School Department shall evaluate all gender based policies, rules and practices and maintain only those that have a clear and sound pedagogical purpose. The School Department shall consider alternatives to said policies, rules and practices.

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students should be permitted to participate in accordance with their gender identity consistently asserted at school.



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f.

g. However, a student's voluntary request for a single-occupancy accommodation shall be honored by the school in order to honor a student's privacy, if requested by the student.

G. Discipline: Students and their parent(s)/guardian(s) shall be reassured that students will not be disciplined or excluded from participating in activities for appearing or behaving in a manner that is consistent with their gender identity or that does not conform with stereotypical notions of masculinity and femininity. This shall be applicable to yearbook photographs, school dances, graduation ceremonies and other school sponsored events or activities.

H. Safety Plan: Address the issue of bullying and harassment and develop a safety plan in the event that a student and/or parents feel one is necessary as follows:

a. In the event that a transgender or gender non-conforming student alleges that they have been the victim of bullying/harassment, the bullying/harassment shall be documented and formally addressed by investigation in accordance with the District's Harassment Policy.

b. In addition, if sex based harassment is based on gender identity, transgender status, gender nonconforming status or gender transition and creates a hostile environment, the school shall put a plan in place to take prompt and effective steps to **end harassment, prevent its recurrence, and, as appropriate, remedy its effects**³.

V. Other Issues

A. School Records of Former Students

a. Requests from former students to change their name and gender on school records, shall be handled in the same manner as current students. To the extent that the School Department is not legally required to use a former student's legal name or gender on school records and other documents, the School Department shall use the name and gender preferred by the former student. 3A school's failure to treat students consistent with their gender identity may create or contribute to a hostile environment in violation of Title IX).

b. Records that legally require the use of a former student's legal name and gender, shall be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law.

c. The documentation required for a legal change of name and/or gender is a court order or federally issued document demonstrating the student's new name.

B. Education and Training

In order to further a safe and supportive school environment for all students, the School Department shall incorporate education and training about transgender and gender



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non-conforming students into its anti-bullying curriculum, health curriculum, student leadership trainings and staff professional development.

Staff professional development shall include, but not be limited to:

- Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- Developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
- Reinforcements of developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyber bullying;
- Access to resources on working with transgender and gender non-conforming students.

C. Communication with School Community

Superintendents and principals shall review existing policies, handbooks and other written materials to ensure that they reflect the inclusion of gender identity/expression in the anti-discrimination policy statements as appropriate prior to the start of the school year. Schools shall inform all members of the school community, including school personnel, students, and families, about the federal and state law concerning transgender and gender non-conforming youth along with implications for school policy and practice.

REFERENCES:

1. Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (1974).
2. Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq.
3. Dear Colleague Letter: Transgender Students (May 13, 2016), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf>
4. Guidance for Rhode Island Schools on Transgender and Gender Nonconforming Students, Rhode Island Department of Education (March 2016)⁴
5. 2016 Transgender Students in Schools, National School Boards Association



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JD: School Census

Each year a census of all persons between the age of four (4) and twenty-one (21), inclusive, will be taken.

THIS POLICY SUPERSEDED BY STATE DEPARTMENT REGULATION - ALL PERSONS UP TO THE AGE OF 24.

Legal Reference

GENERAL LAWS OF RHODE ISLAND, 1956 - Volume 3, 16-18-1, page 581.

Policy Adopted 10/08/58



BARRINGTON PUBLIC SCHOOLS

JEA: Ages of Attendance

Enrollment is and regular attendance at classes in the Barrington Public Schools is limited to students under twenty-one (21) years of age who are attending school on a full time basis. Post graduate students may be admitted at the discretion of the Superintendent for the purpose of qualifying for admission to some approved program of continuing education.

Policy Approved 09/13/61



BARRINGTON PUBLIC SCHOOLS

JEB: Eligibility for Attendance/Enrollment Policy

Barrington Public Schools (BPS) eligibility for attendance/enrollment for kindergarten:

Every child who has attained or will have attained five (5) years of age on or before September 1st of any school year shall be eligible to attend kindergarten in BPS during the school year.

BPS eligibility for attendance/enrollment for first grade:

Every child who has attained or will have attained six (6) years of age on or before September 1st of any school year shall be eligible to attend first grade.

Exceptions:

Students who do not satisfy the age requirements for enrollment in kindergarten, but have reached the age of five (5) years by October 15th of any school year, may request an assessment to determine eligibility for early enrollment, in accordance with the guidance of Rhode Island Department of Education (RIDE).

Students who do not satisfy the requirements for enrollment in first (1st) grade may, at the discretion of the Superintendent, enter such grades in accordance with the guidance of RIDE if they have successfully completed an accredited kindergarten program.

Legal Reference

Rhode Island General Laws §§16-2-27, 16-2-28 and 16-2-28.1

Approved 03/13/58

Amended 03/20/08

First Read/Amended: 8/22/2018

Second Read/Approved: 8/29/2018



BARRINGTON PUBLIC SCHOOLS

JEC: Student Attendance Policy

Regular and punctual attendance of every child is the desired goal of Barrington Public Schools (BPS) in order to support meaningful engagement in their education.

Parents, guardians, and students are expected to support their attendance by limiting absences, tardiness, and early dismissals to those which are necessary for the welfare of the community, student, or to support a student's participation in cultural or religious ceremonies.

Each school's handbook outlines excused and unexcused absence reasons. Frequent or prolonged absence or repeated tardiness without satisfactory reasons shall be addressed by building administrators or their delegates. Every effort will be made to support the student and their families/guardians in order to reduce absence or tardiness.

Support of students with school avoidance will be provided by school counselors and administrators. Perfect attendance awards will not occur to ensure the equitable celebration of all students.

¹Per [RIGL §16-19-1](#),
[RIGL §16-19-10](#)

Policy Adopted

First Read 8/6/2020

Approved 8/19/2020



BARRINGTON PUBLIC SCHOOLS

JECD: Instructional Arrangements

Assignment of Pupils

Authority for the assignment of pupils rests with the administrative staff.

Policy Adopted 10/08/58



BARRINGTON PUBLIC SCHOOLS

JED: Regularity of Attendance

Regular and punctual attendance of every child is the desired goal. Parents of school pupils are expected to cooperate in this aim by exerting every effort to restrict absences, tardiness's and dismissals to those which are necessary for the welfare of the child.

Frequent or prolonged absence or repeated tardiness without satisfactory reason shall be grounds for suspension.

Parochial Schools

Services of the attendance officer shall be made available to parochial schools.

Legal Reference

LAWS OF RHODE ISLAND RELATING TO EDUCATION, General Laws, 1938, Chapter 181
(General

Laws, 1923, Ch. 76) #1, page 33; #4, page 35

GENERAL LAWS OF RHODE ISLAND, 1956 - Volume 3, 16-19-1, page 583.

16-19-2, page 584.

16-19-6, page 586.

Policy Adopted 3/13/58 Amended: 10/08/58



BARRINGTON PUBLIC SCHOOLS

JFA: Privacy Rights of Parents and Students

The provisions of this section became law on November 19, 1974. The Family Educational Rights and Privacy Act gives all parents of students under 18 years of age and all students over 18 years of age (with some exceptions) the right to see, correct and control access to student records. School systems are required by the law to establish written procedures to carry out these rights.

Barrington Public Schools Privacy Rights of Parents and Students

General Statement of Rights

PARENTS OR LEGAL GUARDIANS OF STUDENTS OR STUDENTS OVER THE AGE OF EIGHTEEN:

1. Have the right to inspect any and all school official records, files and data generally relating to their child.
2. Have the right to inspect the part of school records which directly pertains to their child, where more than one child is included in such information.
3. Have the right to call for a hearing to challenge the content of their child's educational records to insure that the records are accurate and to provide for the opportunity for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data.
4. Have the right to add information, comments, data, or any other relevant written material to the educational record.
5. Have the security of the knowledge that the school will not permit the release of records or files other than "directory information" (e.g., weight, height, etc., which could be used in athletic programs) without written consent except:
 - a. for review by other local school officials, including teachers within the local educational district who have legitimate educational interests.
 - b. for review by officials of other schools in which the student wants to enroll, upon condition that parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.
 - c. in conjunction with applications for financial aid.
 - d. when such information may be necessary in connection with the audit and evaluation of State or Federally supported education programs.
 - e. where such information is furnished in compliance with judicial order upon condition that parents and students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution.



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- f. when such information is needed for accrediting organizations to carry out their functions.
 - g. in connection with educational studies for the purpose of administrative and instructional improvement upon condition there will be no personal identification of students and such information will be destroyed when no longer needed.
 - h. when released to parents of dependent children as defined in section 152 of the Internal Revenue Code of 1954.
6. Have the security of the knowledge that a permanent log shall be kept as part of each student's record. Each person disseminating information contained within the educational record shall upon each instance of dissemination enter into the log the following: his/her name, signature, position, the date, the portions of the record that were disseminated, and the purpose of such dissemination. If a third party is to receive information from the educational record, the name and affiliation of such third party shall be included in the log.

Definition of Educational Records

The school principal shall be responsible for the privacy and security of all educational records maintained in the school. The Director of Special Education shall be responsible for the privacy and security of all educational records maintained in the Special Services Center. The Superintendent of Schools shall be responsible for the privacy and security of all educational records that are not under the supervision of the school principal or Director of Special Education; for example, former students' transcripts stored in the central administrative offices.

PARENTS OR LEGAL GUARDIANS OF STUDENTS OR STUDENTS OVER THE AGE OF EIGHTEEN YEARS shall

have the right to inspect their student's personal file, following the procedure below:

1. Make an appointment with the appropriate administrator (e.g., school building principal or Director of Special Education), either by telephone, or in writing, to arrange for a mutually agreeable time and place, stating any specific data or document in question. In no case may this meeting take place more than forty-five days after the request.
2. The administrator may delegate the responsibility for meeting with the parent, guardian or student over eighteen as:
 - a. The material within each record should be reviewed and interpreted by the appropriate staff members, i.e., speech and language report should be reviewed with the Speech/Language/Hearing Pathologist; psychological testing report should be reviewed with the School Psychologist.
 - b. Parents, guardians or students over eighteen should be advised to go to the primary source of material originating outside the Barrington School Department for interpretation even though they have a legal right to examine such material if it is part of the educational record.



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3. Each parent, guardian or student over eighteen shall be required to sign a prescribed form indicating they have inspected and reviewed the records. This form shall include date, signature of parent, guardian or student over eighteen and of school personnel involved. This form shall be kept permanently in the student's record.
4. Parents, guardians or students over the age of eighteen have the right to obtain copies of documents and data within the educational records upon request. A reasonable fee not to exceed the cost of reproduction may be charged.
5. No records may be examined or released to personnel other than within the school department without written consent of parent, guardian or student over eighteen years of age. NOTE: Written consent shall cover only the release of material originating in the Barrington School Department to responsible agencies. Agencies requesting other information that may be part of the educational record should be advised that they must go to the primary source for such material.
6. The administrator responsible for the educational records may periodically review and destroy misleading, outdated, or irrelevant information contained in the records provided that the parent, legal guardian or student over eighteen is notified in writing and is given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be retained in the record.

Amendment and Appeal Procedure

PARENTS OR LEGAL GUARDIANS OF STUDENTS OR STUDENTS OVER THE AGE OF EIGHTEEN YEARS have

the right to call for a hearing to challenge the content of educational records to insure that the records are accurate and to provide for the opportunity for the correction or deletion or any inaccurate, misleading or otherwise inappropriate data:

1. Make an appointment with the appropriate administrator (e.g., school building principal or Director of Special Education by telephone, or in writing, to arrange for a mutually agreeable time and place, stating the specific purpose for the meeting in writing.
2. The administrator or his/her designee shall within a reasonable time render to the parent, guardian or student over eighteen, a decision in writing, stating the reasons for the decision. Every attempt should be made to settle a dispute through informal meetings and discussions.
3. In the event that any decision of an administrator is not satisfactory, the parent, guardian or student over eighteen shall have the right of appeal to the Superintendent of Schools.
4. This request shall be made in writing and addressed to the Superintendent of Schools who shall arrange for a hearing with the parent, guardian or student over the age of eighteen



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and may request the presence of the school personnel who were in attendance at the first meeting.

5. The Superintendent of Schools shall arrive at a decision concerning the request and shall notify the interested part of his decision in writing, stating specific reasons for his decision.
6. The parent, guardian or student over the age of eighteen shall have the right to appeal to the School Committee if the decision of the Superintendent of Schools is not satisfactory, stating in writing the specific complaint.
7. The School Committee shall arrange for a hearing with the aggrieved party upon receipt of said request and shall request the presence of the school personnel involved in the initial hearing.
8. The School Committee shall arrive at a decision and shall notify the part involved in writing, stating the specific reasons for its decision.
9. The aggrieved party, if not satisfied with the decision of the School Committee, shall have the right to appeal the decision to the U.S. Commissioner of Education.



BARRINGTON PUBLIC SCHOOLS

JFAA: Admissions and Residency Policy

The purpose of this policy is to establish the admission credentials required for students entering Barrington Public Schools (BPS) for the first time.

I. ADMISSION REQUIREMENTS AND REGISTRATION CREDENTIALS

A. REQUIREMENTS

1. Each student to be enrolled for the first time in BPS must present a birth certificate. The complete legal name of the student, date of birth, sex, and name(s) of parent(s)/guardian(s) will be recorded in the student record as documented by the birth certificate unless amended per the guidelines of the BPS Transgender Protocol. A hospital record of birth, a passport, or other identification document acceptable to the Superintendent may be used as documentation in the event that a certified birth certificate is not available. In case a student cannot meet the above requirement, the principal shall enroll the student temporarily for 30 days to allow the parent time to present the required birth certificate or documented affidavit.
2. The student to be enrolled must be accompanied by the parent or guardian. A guardian means a person to whom a court has awarded legal custody. The accompanying adult shall be required to present a government issued photo identification card. Persons who are neither the natural parent nor have been awarded legal custody by the court shall be required to present a statement of temporary guardianship that has been endorsed by a Notary Public.
3. A court order, updated birth certificate, or passport attesting to any changes in student identification as referenced in Section A.1 is required before any changes can be made to the student record. Changes in a non-United States birth certificate must be supported by a document issued by the United States government or by an official identification document of the country of origin.
4. Each student shall furnish a certificate documenting that the student has been immunized against communicable diseases as required by Rhode Island Department of Health (RIDOH) or has begun receiving the first in the series of all such vaccinations. Deficiencies must be eliminated during the 90 days immediately following provisional admittance or in accordance with the written plan from the physician or RIDOH. See health requirements for school entry, all grades.
5. A certificate of physical examination is required before any student is admitted for the first time to any public school. See State of Rhode Island School Physical Form.
6. BPS shall be free to each Barrington resident whose fifth birthday falls on or before September 1st of the school year. BPS shall be free to each Barrington resident receiving special education services who has not graduated and who has not reached their 21st birthday.
7. Proof of residence, including a copy of the lease or deed showing a Barrington address is customarily required or two utility bills (gas, electric or oil) may be submitted. If the family is living in a residence of a friend or relative, the homeowner or leaseholder must provide a



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notarized statement regarding this fact with a Leaseholder or Homeowner Affidavit (available at BPS link) in addition to the lease or deed of the homeowner or leaseholder. Evidence of nontemporary residence is required with a Residency Affidavit (available at BPS link). In addition, the parent or guardian must provide three official documents showing the name of the parent or guardian and the Barrington address of the residence where the family is living. Acceptable documentation are those outlined above.

8. School records and/or original transcripts are required of all students.

B. EXCEPTION

The Superintendent may waive these requirements to the extent necessary to comply with national security requirements, to protect the safety of the registering student, to comply with applicable state and federal requirements for the enrollment of homeless children, or to protect students regardless of immigration status.

C. APPEALS

Disputes concerning residency are resolved by the Commissioner of the Rhode Island Department of Education. Anyone who disagrees with a BPS school residency determination may appeal the decision directly to the Commissioner. Written appeals, signed by a parent or guardian of the student, may be submitted to :

Commissioner Ken Wagner

Rhode Island Department of Elementary and Secondary Education

255 Westminster Street

Providence, RI 02903 Fax 401-222-6178

Legal references:

Residency and Guardianship

16-64-1 Residency for School

Purposes 16-64-2 Retention of
Residence

16-64-3 Burden of Proof

16-64-4 Effect of Guardianship Vaccinations Title 216 RICR 30-05-3

First Read: 8/22/2018

Second Read/Approved: 8/29/2018



BARRINGTON PUBLIC SCHOOLS

JFCG: Smoking and Use of Electronic Cigarettes/Vaping or Other Similar Devices in Public

PURPOSE

Tobacco use is the leading cause of preventable death in the United States. 95% of smokers start before the age of 21 and the vast majority of daily smokers begin smoking before the age of 18. The use of tobacco/nicotine products on school grounds, in school buildings and facilities, on school property or at school-related activities or school-sponsored events, including but not limited to athletic events is detrimental to the health and safety of students, staff and visitors.

In the State of Rhode Island, the smoke-free schools' law now bans all Electronic Nicotine Delivery Systems (ENDS) from schools and related properties, along with other tobacco/nicotine products. ENDS tobacco/nicotine products, also known as e-cigarettes, vapes, vaping devices, the brand name JUUL, Sourin, PHIX, Blu, etc. can neither be possessed nor used in these settings, according to the new law that went into effect on January 1, 2018. This law includes all RI public, private & charter elementary & secondary schools and includes surrounding school-owned properties.

State law mandates that students, parents, contractors, faculty, staff, administration, and all other visitors are to be smoke-free and tobacco/nicotine-free on and around school grounds including places rented by a school or visited during a school function.

Based on the theory of substance use disorders, it is understood that if students' are physically and/or psychologically addicted to nicotine, it will be very difficult for them to abstain from using the substance for a 6.5 hour school day. The consequence of suspension from school does nothing to address the addictive properties and most likely gives them more opportunity to smoke while at home. It does, however, prevent the other students from being exposed to the secondhand smoke that these students create.

DEFINITIONS

Smoking - "Smoking" or "smoke", the inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, or other tobacco/nicotine product or plant product intended for inhalation in any manner or any form. "Smoking" or "smoke" also includes the use of electronic cigarettes, electronic cigars, electronic pipes, or other similar products that rely on vaporization or aerosolization.

Tobacco paraphernalia - Any device used to aid, ingest, light, burn, or consume any tobacco/nicotine product as defined herein, including but not limited to pipes, rolling papers, matches, or any component or part of a tobacco/nicotine product.

Tobacco product - (1) Any product containing, made, or derived from tobacco/nicotine or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco/nicotine, pipe tobacco/nicotine, and snuff; and (2) any electronic device that delivers nicotine or other substances to the person inhaling



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from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah. Notwithstanding any provision of clauses (1) and (2) in this definition to the contrary, tobacco/nicotine product includes any component, part, or accessory of a tobacco/nicotine product, whether or not sold separately; tobacco/nicotine product does not include any product that has been approved by the United States Food and Drug Administration for sale as a tobacco/nicotine cessation product or for other therapeutic purposes where such product is marketed and sold solely for such an approved purpose.

POLICY

Use of tobacco/nicotine/nicotine product - No person(s) shall, at any time, **use** a tobacco/nicotine/nicotine product in any school building, on any school grounds, at any athletic event or any school-sponsored event, or in any school bus or other vehicle used for school purposes. Pursuant to Rhode Island General Law Chapter 23-20.9-5.

Possession of tobacco/nicotine/nicotine product - No student shall at any time **possess** any tobacco/nicotine product or tobacco/nicotine paraphernalia in any school building, on any school grounds, at any athletic event or any school-sponsored event or in any school bus or other vehicle used for school purposes.

Confiscation - When there is evidence that a student is in possession of tobacco/nicotine products or tobacco/nicotine paraphernalia, administrators or other designated staff may confiscate such items.

Fair and equitable implementation - This policy and penalties for violations of the policy will be carried out fairly and equitably. Schools will maintain demographic records on students penalized under the policy and conduct a periodic review to look for inconsistencies in the types of students being caught and penalized as well as the severity of the punishment. Penalties shall be applied universally regardless of a student's sex, sexual identity, race, age, ethnicity, primary language, academic standing, immigration status, employment status, family income, zip code, physical abilities, or participation in student athletics, the arts, student government, etc.

INTERVENTIONS OR CONSEQUENCES

POSSESSION: Students who possess nicotine products or electronic cigarettes, or other devices that allow the inhalation of nicotine products or other substances shall have them confiscated, receive two detentions, and have their parents notified on the first offense. On the second and subsequent offenses, students shall be subject to the disciplinary action sequence established for use of products and vape devices outlined below. If it is determined that the vape device includes a substance other than nicotine the student may be subject to the BPS substance use policy.

Note: Student-athletes are subject to the requirements and consequences outlined by the Rhode Island Interscholastic League.

DISCIPLINARY ACTION SEQUENCE FOR USE OF PRODUCTS AND VAPE DEVICES



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First Offense: Parent notification, referral to Student Assistance Counselor, 2 detentions or similar where students will complete an online course selected by the BPS Student Assistance Counselor such as "Taking Down Tobacco 101." Certificate of completion will be given to the Student Assistance Counselor and forwarded to the Assistant Principal. If the student refuses to complete this program, a meeting with the parent or guardian will be held.

Second Offense: Parent notification, referral to Student Assistance Counselor, 4 school detentions or similar where students will complete the "Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH)" course or similar. Certificate of completion will be given to the Student Assistance Counselor and forwarded to the Assistant Principal. If the student refuses to complete, a meeting with the parent or guardian will be held.

Third Offense: 6 school sessions with the Student Assistance Counselor regarding cessation and education, mandatory meeting with parent or guardian, student, Assistant Principal. Referral for participation in a complete smoking cessation program. If a student refuses the cessation program, they will engage in a 1-day in-school suspension and will engage in regular meetings with support from the Student Assistance Counselor.

Subsequent Offenses: In-school suspension for two full school days with required meeting with the assistance counselor to engage in cessation counseling and education; referral to Superintendent for possible further disciplinary action; continued sessions with Student Assistance Counselor, parent notification, referral for participation in a smoking cessation program.

Pursuant to Rhode Island General Law Chapter 23-20.9-5

First Read: May 6, 2021

Second Read/Adopted:

April 8, 2021



BARRINGTON PUBLIC SCHOOLS

JFCG: Smoking in Public Schools – Students

The “Smoking Restrictions in Schools Act” prohibits tobacco product usage within any school facility. The legislative findings concerning health hazards associated with smoking and tobacco usage are quite clear.

In support of the above law and in an effort to create a tobacco-free school environment, the School Committee has adopted strict guidelines and consequences for tobacco usage.

Tobacco product use is prohibited inside any part of school buildings, on school busses or any other vehicle transporting students, in parking lots, on athletic playing fields, or any other areas designated as school property (owned, rented or leased). This policy includes school events held on and off school property and non-school events held on school property, 24 hours per day, 7 days per week, and pertains to all students and visitors, including contractors and business invitees. Tobacco product use shall mean the smoking or use of any substance or item which contains tobacco, including but not limited to cigarettes, cigars, pipes, or other smoking tobacco, or the use of snuff or smokeless tobacco, or having in one’s possession a lighted cigarette, cigar, pipe, or other substance or item containing tobacco.

It shall not be a violation of this policy to use tobacco products in accordance with express instructions of a teacher in the course of a legitimate classroom demonstration to show the health hazards of tobacco use.

Student Compliance for Possession of Tobacco Products

Students who possess tobacco products shall have them confiscated, receive a verbal warning, and have their parents notified on the first offense. On the second and subsequent offenses, students shall be subject to the disciplinary action sequence established for use of tobacco products.

Student Compliance for Use of Tobacco Products

First Offense: Suspension from school for one full school day; referral to the Student Assistance Counselor; and parent notification.

Second Offense: Suspension from school for two full days; referral to the Student Assistance Counselor and recommendation for participation in a smoking cessation program; and parent notification.

Third Offense: Suspension from school for five full school days; referral to the Student Assistance Counselor and recommendation for participation in a smoking cessation program; and parent notification.

Subsequent Offenses: Suspension from school for ten full school days; referral to the Superintendent for possible further disciplinary action; referral to the Student Assistance Counselor and recommendation for participation in a smoking cessation program; and parent notification.



BARRINGTON PUBLIC SCHOOLS

Note: Students participating in extracurricular activities and/or holding leadership positions are also subject to the provisions outlined in the Student Athletic Handbook and the Student Activities Handbook.

Legal References:

RI General Laws 23-20.9

Approved 06/16/94 Amended 08/28/97 Amended 03/06/08



BARRINGTON PUBLIC SCHOOLS

JFCI: Substance Abuse Policy

The Barrington School Committee is obligated under law and committed in principle to providing a drug and alcohol free school and work environment. Learning is a thinking process, and drugs interfere with thinking, reduce academic achievement, and have serious health and life-threatening consequences.

Therefore, it is the Committee's intention to send a clear message to the staff, students, parents, and citizens of Barrington that the following are strictly prohibited: possession, consumption, being under the influence of, and/or distribution, other than as prescribed by a physician for personal use, of controlled substances or drugs and/or other intoxicants at or during any school, school related or School Committee sponsored activity, whether held on school property or at locations off school property.

Furthermore, the Committee encourages all staff to become actively involved in enforcing this policy and its regulations.

The Superintendent is directed to develop disciplinary procedures regarding this policy.

Legal References

RI Gen law 16-21-16 RI Gen Law 16-21-21.1

Policy Adopted 06/19/89



BARRINGTON PUBLIC SCHOOLS

JFCI: Violation of Substance Abuse Policy

Students

First Offense

A minimum five (5) day suspension from school. A parent conference will be scheduled with school administrators. If the parent(s) and student meet with school administrators during the first two (2) days of suspension, the suspension may be reduced to three (3) days, depending on the severity of the offense.

Suspension from participation in and attendance at any extracurricular activities for a minimum of one (1) calendar week.

Referral to school counselor.

Students participating in extracurricular activities and/or holding leadership positions are also subject to the provisions outlined in the Code of Conduct for Student Athletes and/or any other school rules governing those activities.

Consideration by the Superintendent of Schools for referral to the School Committee for expulsion.

In case of a criminal offense, any physical evidence and the student's name will be forwarded to the Barrington Police Department.

Subsequent Offenses

A minimum of ten (10) days suspension from school. A parent conference will be scheduled with school administrators.

Suspension from participation in and attendance at any extracurricular activities for a minimum of two (2) calendar weeks.

Referral to school counselor. Subject to the provisions outlined in the Code of Conduct for Student Athletes and/or any other school rules governing those activities.

In the case of a criminal offense, any physical evidence and the student's name will be forwarded to the Barrington Police Department.

Consideration by the Superintendent of Schools for referral to the School Committee for expulsion.

Our schools will provide counseling referral, without disciplinary action, to any student voluntarily seeking substance abuse treatment. Through our educational programs and working cooperatively with parents, our goal is to provide the information and knowledge that will enable our students to make substance abuse prevention decisions.



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Staff

Disciplinary procedures for any violations of this policy by employees shall be subject to the grievance procedure as outlined under the various labor agreements with employees. The sale, use and distribution of prohibited substances or the use of alcohol in violation of Policy JFCI is an extremely serious matter and disciplinary action may include dismissal from employment based upon recommendations by the Superintendent.

The consumption of alcoholic beverages in moderation at certain social events either sponsored by the School Committee or related to school activities by staff shall not constitute a violation of this policy so long as the event is strictly an adult gathering, i.e., no students are present.

Legal References

RI Gen law 16-21-16 RI Gen Law 16-21-21.1

Policy Adopted 06/19/89



BARRINGTON PUBLIC SCHOOLS

JFCI: Weapons and Assault Policy

I. Policy Statement

The purpose of this policy is to provide a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Therefore, each school shall enforce the following policy of zero tolerance for weapons and violence.

II. Enforcement of Zero Tolerance for Weapons and Assault

Any student found to be in possession of a weapon, or involved in an assault, as defined herein, shall immediately be suspended in accordance with applicable due process provisions set forth in Policy [SUSPENSION POLICY]. During this suspension, the Barrington Public Schools (BPS) shall take the necessary steps in determining any additional action, which may include expulsion. Decisions regarding the length of a student's suspension shall be made by school administration or appropriate authority.

Students suspended from class/school under this policy will not be permitted to participate in any school functions.

III. Definitions

1. Assault: An act of physical violence or an aggravated threat of physical violence to another student, staff member or any other person on school grounds.
2. School Grounds: This term includes, but is not limited to, BPS property, areas around the schools, parking lots, areas being used for school sponsored events, vehicles used for school transportation, and school bus stops.
3. Weapon: Shall include any device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury.
4. Suspension: A suspension is removal of a student from a class and/or school by an administrator for a specified period of time, not more than ten (10) school days. In the event that a school team determines more than ten (10) accumulated days of suspension is appropriate, and alternate interventions have been exhausted, the School Committee may approve additional days of suspension.
5. Expulsion: An expulsion is a removal from a school for more than ten (10) school days up to a period of one hundred eighty (180) school days and must be approved by the School Committee.

IV. Police Involvement

all confiscated weapons are to be turned over to the Police Department. A log of all confiscated weapons shall be kept by school administrators and shall be available for review.



BARRINGTON PUBLIC SCHOOLS

V. Statement of Enforcement

This policy shall be implemented in compliance with state and federal law applicable to general and special education students.

Principals or their designee shall make the determination as to whether or not a particular incident constitutes an assault, whether a device constitutes a weapon and/or what constitutes possession of a weapon. When considering what constitutes assault, the factors to be weighed may include, but are not limited to: age of student(s) involved, seriousness of bodily injury, the state of mind of the individual(s) involved, and any other factors deemed relevant by the school principals or designee.

Legal References (Click Each to Access)

School Safety Checklist Pursuant to RI Gen. Laws §16-21-23.1

School Emergency Planning: Mitigation/Prevention, Preparedness, Response, and Recovery Guide and Model Plan Pursuant to RI Gen. Laws § 16-21-23.1

Code of Student Conduct

RI Gen. Laws §16-2-17 Right to a safe school

RI Gen. Laws §16-21-23 , RI Gen. Laws §16-21-24, RI Gen. Laws §16-21-25 School Safety Plans

RI Gen. Laws § 16-21-23.1 Model school safety plans and checklists-Development and dissemination

RI Gen. Laws § 16-21-33 Safe Schools Act

RI Gen. Laws § 12-7-21 "Peace officer" defined.

Rhode Island Department of Health, Rules and Regulations for School Health Programs (2014)

Approved 02/10/94 Revised 11/21/02

Amended First Read 3/29/2018 Second Read/Approved 4/12/2018



BARRINGTON PUBLIC SCHOOLS

JG: Policy on Student Behavior

The School Committee recognizes the complexity of problems which may be associated with student behavior. The foundation of this policy is based on respect. Respect derives from administration, staff and students making a concerted effort to conform to modes of acceptable behavior commonly deemed necessary for social order. The School Department's primary concern is for the well-being of every child at all times, while at the same time recognizing its obligation to the staff, parents, community, and student body as a whole to maintain a safe and orderly learning environment. As a part of such an obligation, it is, at times, necessary that various types of disciplinary action, including suspension and/or expulsion, be administered. It shall be the policy of the School Department to protect all constitutional and other legal rights in this process.

The Administration shall develop Codes of Behavior for purposes of identifying unacceptable student conduct and a Statement of Procedures for the handling of cases involving violations of such Codes of Behavior and Statements of Procedures. These Codes of Behavior and Statements of Procedures shall be distributed to all students at the beginning of each school year. Such Codes of Behavior shall address and deal with matters relating to, without limitation, student conduct during school, on school transportation, or while attending any school sponsored or related activity, whether held on or off school property.

Approved 06/19/89 Revised 11/07/02



BARRINGTON PUBLIC SCHOOLS

JHCA: Physical Examinations and Inoculations

Parochial Schools

Services of the school physician shall be made available to the parochial schools for the annual physical examination as required by law.

Legal References

LAWS OF RHODE ISLAND RELATING TO EDUCATION, General Laws, 1938, Chapter 182; (Gen. Laws, 1923, Ch. 78; Pub. Laws, 1911, Ch. 725) #1, page 38.

GENERAL LAWS OF RHODE ISLAND, 1956 - Volume 3, 16-21-8, 592.

Town Solicitor, June 18, 1958 Policy Adopted 09/10/58



BARRINGTON PUBLIC SCHOOLS

JHCC: Communicable Diseases

SCHOOL COMMITTEE BARRINGTON PUBLIC SCHOOLS BARRINGTON, RHODE

ISLAND AGENDA ITEM D: NEW BUSINESS (cont.)

1. From the Superintendent and Staff (cont.)

c. Communicable Diseases 4310

The Barrington School Committee is committed to providing a healthful environment for all students and employees.

In fulfilling that commitment, the Committee shall continue to seek the guidance of appropriate medical, legal, and governmental authorities.

The Barrington Public Schools shall follow the guidelines promulgated by the R. I. Department of Education and R. I. Department of Health to prevent the spread of disease in the school setting.

Actions taken with respect to students or employees shall be consistent with rights afforded individuals under state and federal statutory, regulatory, and Constitutional provisions.

First consideration shall be given to returning the student to the classroom and the employee to his/her regular assignment upon receiving assurance from the school physician and public health officials that the individual does not pose a health risk to staff or children in a school or work setting. An alternative assignment will be considered if the student or employee is not returned to the regular assignment.

The Superintendent, or his/her designee, shall be responsible for determining the information to be disseminated to staff, parents, and community when a communicable disease is identified or suspected in the school setting.

The School Committee directs the Superintendent to develop administrative regulations relative to communicable diseases which, in his/her judgment, may not be adequately addressed by the guidelines developed by the Rhode Island Department of Education and the Rhode Island Department of Health.



II: Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Barrington Public Schools receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Barrington Public Schools to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School Committee. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the



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disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Barrington Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student if the student data is necessary for the full function of the review to occur, provided however, in all instances where individual student data is or is to be disclosed the specific identifying information regarding such student shall be redacted unless otherwise required by applicable law—

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1)

- (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorize representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA).



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- Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to:
(a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Policy Adopted 11/13/14



BARRINGTON PUBLIC SCHOOLS

JIA: Appeals Policy

The appeals system is general in nature. Any policy-specific appeal structure under the jurisdiction of another governing body, such as those related to transportation, student conduct and special education, shall control. The appeals process may be entered at the appropriate level in accordance with the nature of the disagreement. The Barrington Public Schools encourages all individuals to resolve differences informally at the school level. If, however, substantive differences cannot be resolved in such a manner, all individuals are entitled to seek resolution through the following appeals process.

Level 1:

Any party to a dispute may file a written appeal to the Building Principal. Upon receipt of the written appeal, the Building Principal will provide a written response in a timely manner relative to the seriousness of the matter.

Level 2:

If the decision of the Building Principal does not resolve the matter, a written appeal may be filed to the Superintendent. The Superintendent will provide a written response in a timely manner relative to the seriousness of the matter.

Level 3:

If the decision of the Superintendent does not resolve the matter, a written appeal may be filed with the chair of the Barrington School Committee. (The appeal shall be filed with the Administrative Assistant to the Superintendent). Unless an emergency matter, the Barrington School Committee shall consider the matter at the next regularly scheduled School Committee meeting in accordance to Open Meeting Laws. Within five days of said meeting, the School Committee will provide a written response.

Level 4:

If the decision of the School Committee does not resolve the matter, a written appeal may be filed with the Rhode Island Department of Education.

Approved: 10/29/13



BARRINGTON PUBLIC SCHOOLS

JIBB: Student Representative to the School Committee

I. Purpose

The opinions and concerns of the students of the Barrington Public Schools are important to the Barrington School Committee. Therefore, the purpose of this policy is to establish the position of Student Representative to the Barrington School Committee. The Student Representative is not a member of the School Committee but serves in a nonvoting, advisory capacity, representing the interests of the students of the Barrington Public Schools.

II. Selection Process

- A. Any member of the junior class who is a student in good standing, is/was enrolled in the US Government class during his/her junior year and meets the eligibility requirements for extracurricular activities as detailed in the Barrington High School Activities Handbook is eligible to serve as the Student Representative to the School Committee during his/her senior year.
- B. Applications for the position of Student Representative to the School Committee will be available in the main office on March 1 with a deadline for submission of March 31.
- C. Applications will be reviewed by the Barrington High School School Improvement Team and the Director of Student Activities at the April meeting of the School Improvement Team.
- D. The Student Representative to the School Committee shall be appointed by the School Improvement Team and the Director of Student Activities during the month of May.
- E. Service in this role may be considered as a Senior Project opportunity.

III. Role

The student representative shall:

- A. Be known as the Student Representative to the School Committee and not as a member of the School Committee.
- B. Serve not more than a single one year term. The Student Representative will be selected and appointed from the junior class in May to serve a one year term beginning in June and continuing through the first June meeting of his/her senior year.
- C. Serve as a liaison to the BHS School Improvement Team.
- D. Receive the meeting agenda and the other public materials distributed to School Committee members in advance of every meeting, with the exception of materials relating to individual students, individual employees and other confidential matters exempt from disclosure by law.
- E. Attend all regular, open meetings of the School Committee.



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- F. Sit with the School Committee members at the School Committee table(s).
- G. Be eligible to propose future agenda items for consideration. (The introduction of motions and formal resolutions is restricted to members of the School Committee).
- H. Neither attend nor participate in any Executive Sessions of the School Committee.
- I. Meet and maintain all eligibility requirements for extracurricular activities as defined in the Barrington High School Activities Handbook.

Approved 08/04/11



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JIC: Student Acknowledgement Form

I, [Student Name], have read and understood the policy on the appropriate and acceptable uses of AI in written work and academic assignments, including the restorative justice practices for offenders. I acknowledge that:

- I am responsible for producing original work that reflects my understanding, ideas, and knowledge.
- I will properly attribute and cite any external sources or AI-generated content incorporated into my work when using AI tools.
- I will strive to understand and verify the output generated by AI tools before incorporating it into my work, ensuring it aligns with my comprehension and analysis.
- I understand plagiarism is strictly prohibited, and I will not pass off AI-generated content or work created by others as my own.
- I will collaborate with other students in utilizing AI tools only as permitted by the instructor's guidelines and the assignment requirements. I will ensure that my final work reflects my effort and understanding.
- I will comply with any additional guidelines provided by my instructors regarding the use of AI tools in specific assignments or courses.
- I understand plagiarism is strictly prohibited, and I will not pass off AI-generated content or work created by others as my own.
- In the event of a violation, I understand that restorative justice practices may be implemented. I am committed to actively engaging in the process to learn from my actions and grow as an ethical scholar.

Turn It In Similarity and AI Percentages will be based on the Green and Blue Percentages published by Turn-it-In

Turn It Plagiarism Percentage:

AI Content Percentage (must be within the Green and Blue Bands in Turn It In):

By signing below, I affirm that I will abide by the abovementioned policy, understand the importance of responsible and ethical use of AI in my academic work, and acknowledge the restorative justice practices in place.

Student's Signature:

Date: Please retain a copy of this acknowledgment form for your records.



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JICFD: Bullying Policy

The Barrington School Committee has adopted the Statewide Bullying Policy as promulgated pursuant to the authority set forth in §16-21-34 of the General Laws of Rhode Island. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The purpose of the Policy is to ensure a consistent and unified approach to the prohibition of bullying at all Barrington public schools.

1. DEFINITIONS

BULLYING means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

1. Causes physical or emotional harm to the student or damage to the student's property;
2. Places the student in reasonable fear of harm to themselves or of damage to their property;
3. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
4. Infringes on the rights of the student to participate in school activities; or
5. Materially and substantially disrupts the education process or the orderly operation of a school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as: Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyberbullying offender(s) and the bullying victim(s).

CYBER-BULLYING means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Forms of cyber-bullying may include but are not limited to:

1. The creation of a web page or blog in which the creator assumes the identity of another person;



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2. The knowing impersonation of another person as the author of posted content or messages; or

3. The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

AT SCHOOL means:

1. on school premises,
2. at any school sponsored activity or event whether or not it is held on school premises,
3. on a school transportation vehicle,
4. at an official school bus stop,
5. using property or equipment provided by the school, or
6. acts which create a material and substantial disruption of the education process or the orderly operation of the school.

2. SCHOOL CLIMATE Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, student assemblies and other strategies. At all times, school faculty, administration and staff will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

3. POLICY OVERSIGHT and RESPONSIBILITY

The school principals shall be responsible for the implementation and oversight of this bullying policy. The school principals shall provide the Superintendent and the School Committee with a summary report of incidents, responses, and any other bullying related issues at least twice annually.

For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24).

4. INFORMATION DISSEMINATION The school principals shall ensure that students, staff, volunteers, and parents/legal guardians are provided information regarding this Policy. This information shall include methods of discouraging and preventing this type of behavior, the procedure to file a complaint, and the disciplinary action that may be taken against those who commit acts in violation of this policy.



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This policy shall be:

1. Distributed annually to students, staff, volunteers, and parents/legal guardians
2. Included in student codes of conduct, disciplinary policies, and student handbooks
3. In a prominently posted link on the homepage of the school/district website.

5. REPORTING

The school principals shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon (See attached Report Form).

The victim of bullying, anyone who witnesses an incidence of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. Click on this link to file a report of bullying online.

Any student or staff member who believes they are being bullied should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Develop alternative reporting methods such as a bullying hotline or online portal and allow for reporting via email/text. Reporting forms should be made available in other languages as appropriate for MLL students/parents.

Parents/Guardians may file a report of bullying through the principal or electronic form. When there is a reasonable suspicion that a child is either a bully or a victim of bullying, the parents/guardians of the child will be notified immediately by the principals, director or head of school. If the allegation is made by another person, the parents/guardians of the victim of bullying and parents/guardians of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report.

Responsibility of Staff: School staff, including volunteers, who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. While staff may be accustomed to managing relationships between students in the classroom without engaging the bullying notification process, it is for the benefit of the students and educators to notify the principal immediately of any concerns that may rise to the threshold of bullying. Failure to do so may result in disciplinary action.

Responsibility of Students: Students who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action. The victim of bullying, however, shall not be subject to discipline for failing to report the bullying. Student reports of bullying or retaliation may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report. **Prohibition against Retaliation:** Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying shall not be



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tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school code of conduct.

False Reporting/Accusations: A school employee, school volunteer or student who knowingly makes a false accusation of bullying or retaliation shall be disciplined in accordance with the school code of conduct.

Reports in Good Faith: A school employee, school volunteer, student, parent/legal guardian, or caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying.

6. INVESTIGATION/RESPONSE

The school principals shall promptly investigate all allegations of bullying, harassment, or intimidation. If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations. The investigation will include, among other things, interviews of students, staff, witnesses, and others as necessary and an assessment by the school psychologist and/or social worker to establish what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

Police Notification: Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Determinations of Bullying

The school principals will make a determination of bullying based upon the definition of bullying and information gathered from interviews with students, staff, and parents/guardians. If, after investigation, bullying or retaliation is substantiated, the school principals will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. Within 30 days of receipt of the allegation, if not sooner, the school principals will:

1. Determine what remedial action is required (e.g., safety plan, seating plan), if any;
2. Determine what responsive actions and/or disciplinary action is necessary, if any; and
3. Notify the parents/guardians of both the target of bullying and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the school principals cannot report specific information to the victim's parent/guardian about the disciplinary action taken unless it involves directives that the victim must be aware of in order to report violations.



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4. For children with special needs the school principals will review the child's IEP to determine whether or not the child's disability impacted or impacts their ability to comply with this policy, and where appropriate, convene a team meeting to discuss and decide the appropriate determination which may include behavioral support services or other specialized services.

7. INDIVIDUALIZED SCHOOL SAFETY PLAN If a student is the victim of serious or persistent bullying, the principal of the school will immediately intervene to provide safety for the student and prepare a written school safety plan outlining what steps will be taken to provide the student with a safe educational environment. Such steps, wherever possible, will allow for the least amount of disruption for the victim student. If possible, the plan will be developed with input from the student's parents/guardians and staff members who will be tasked with implementing the safety plan. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA), the parents/legal guardians of the victim will be notified of what actions are being taken to prevent any further acts of bullying or retaliation.

If school officials and the parents/legal guardians of a student disagree as to whether the behavior of another student rises to the level of bullying, as defined in this policy, reasonable efforts will be made to ensure that the student and student's parents/guardians feel the educational environment is safe.

8. DISCIPLINARY ACTION

The disciplinary actions for violations of the bullying policy shall be determined by the appropriate authority within the school and district. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior.

The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:

1. Admonitions and warnings
2. Parental/Guardian notification and meetings
3. Detention
4. In-school suspension
5. Loss of school provided transportation or loss of student parking pass
6. Loss of the opportunity to participate in extracurricular activities
7. Loss of the opportunity to participate in school social activities
8. Loss of the opportunity to participate in graduation exercises or middle school promotional activities
9. Police contact



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10. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

9. SOCIAL SERVICES/COUNSELING

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

10. BULLYING PREVENTION EDUCATION

Barrington Public Schools will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school or district's curricula. Effective instruction will include classroom approaches, whole-school initiatives, and focused strategies for bullying prevention and social skills development. Specific bullying prevention approaches include:

1. Using scripts and role plays to develop skills;
2. Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
3. Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
4. Enhancing students' skills for engaging in health relationships and respectful communications; and
5. Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

11. SOCIAL NETWORKING

Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

12. OTHER REDRESS

This section does not prevent a victim of bullying, cyberbullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

13. ADOPTION OF POLICY

The governing bodies of all schools approved for the purpose of §§16-19-1 and 16-19-2 shall adopt this Policy by June 30, 2012.

Approved 10/04/12



BARRINGTON PUBLIC SCHOOLS

Revision reviewed 6/6/2024



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Approved: 6/20/24

REPORT FORM FOR BARRINGTON PUBLIC SCHOOLS

(Investigation of allegations of Bullying and/or Cyberbullying)

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

Name: _____

Student ID: _____

Grade: _____

Date: _____

Time: _____

School: _____

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

Relationship between you and the alleged transgressor and

victim: Describe the incident: _____

When and where did it happen? _____

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

who?

Other information, including previous incidents or threats: _____

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

School official receiving complaint: _____

Date: _____

Other: _____

School official conducting follow-up: _____



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This document shall remain confidential Bullying/Harassment Allegations Investigation

To be completed by school official indicated on page

1. Describe follow-up activities and findings that occurred with the student(s) who may have been the victim(s) of bullying/harassment. (Indicate here if your report continues onto another page)
2. Describe follow-up activities and findings that occurred with the accused student(s). (Indicate here if your report continues onto another page)
3. Describe the parent communication regarding the student(s) who may have been victims. (Indicate here if your report continues onto another page)
4. Describe the parent communication regarding the student(s) who have been accused of bullying/harassment. (Indicate here if your report continues onto another page)
5. Based upon your investigation, was a safety plan developed? (If yes, please attach).
6. Based upon your investigation, did you determine this was a case of harassment based on:
 - Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin.
 - Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex.
 - Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability.
7. Based upon your investigation, did you determine this was a case of bullying? Yes

No

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

Signature _____

Date _____

Submitted to Principal

Assistant Superintendent

Superintendent

RIDE



JICI: Threat Assessment Policy

PURPOSE

Barrington Public Schools (BPS) supports a culture of safety, respect, and emotional support that will diminish the possibility of violence in its schools. To that end, this policy establishes Threat Assessment Teams and a Threat Assessment Oversight Committee pursuant to R.I. Gen. Laws § 16-21-23.2. The purpose of this policy is to prevent school violence by identifying and assessing threats, and developing threat management plans to manage and address the underlying causes of threatening behavior in students. This policy will be reviewed and updated on a regular basis, and shall be automatically amended to conform to amendments and changes in applicable state and federal laws, rules, and regulations. For purposes of this policy, the term "threat assessment" shall include risk assessments (i.e., the assessment of the risk that a student poses to their own safety).

DEFINITIONS

Threat: A threat is a communication of intent to harm someone that may be spoken, written, gestured or expressed in other forms such as via text messaging, email or other digital means.

1. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat.
2. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act.
3. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment.

Aberrant or Worrisome Behavior: An individual's actions, statements, communications or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the wellbeing of the person or others in the community. These behaviors can include, but are not limited to:

- Unusual social distancing or isolation of subjects from peers and family members.
- Uncharacteristically sullen or depressed behavior.
- Out of context outbursts of verbal or physical aggression.
- Increased levels of agitation, frustration, and/or anger.
- Confrontational, accusatory or blaming behavior.



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- An unusual interest in or fascination with weapons.
- Fixation on violence as a means of addressing a grievance.

Threat Assessment: A threat assessment is not a disciplinary tool. The tool allows professionals to answer the question “does this student pose a threat”, not whether they “made a threat”. It involves identifying student threats to commit a violent act, determining the seriousness of the threat, and developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

Low Risk of Risk of Self-Harm or Suicide Low Risk: The student does not pose an imminent danger to themselves. Low-risk indicators may include thoughts of suicide only in the past, a history of mental health issues, no previous attempts or actions, no plan, no access to weapons or means, no recent losses, a robust support system in place, no alcohol/substance abuse, and demonstrates evidence of positive coping skills.

Level of Risk of Self-Harm or Suicide Moderate Risk: The student presents with a questionable or non-viable plan of harm to self (i.e., lacks clear or viable intent, ideation, and/or plan) but is deemed to be at elevated risk of harming self due to current stressors and/or lack of protective factors.

Level of Risk of Self-Harm or Suicide High Risk: The student poses an imminent danger to themselves with a viable plan to harm. High-risk indicators may include current thoughts of suicide, the current sense of hopelessness, previous attempts, self-injurious behavior, trauma/abuse, sexual identity issues, access to weapons or means, weak support system, alcohol/substance abuse, mental health history, and precipitating events, such as loss, trauma, victimization.

Transient Threat: A threat in which there is no sustained intent to harm.

Substantive Threat: A threat in which the intent is present (or unclear) requires protective action.

1. Serious: A threat to hit, fight or beat up.
2. Very Serious: A threat to kill, rape, or cause severe injury with a weapon.

THREAT ASSESSMENT TEAM STRUCTURE

Districtwide Threat Assessment Oversight Committee: The Superintendent shall establish a Districtwide Threat Assessment Oversight Committee charged with oversight of the threat assessment teams operating within the District. The District Wide Threat Assessment Oversight Committee shall:

1. Provide oversight to school-based Threat Assessment Teams.
2. Maintain processes for effective information sharing between schools, community mental health organizations, law enforcement, and other public safety agencies.



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3. Consult with law enforcement and public safety agencies, and community mental health providers as needed and in accordance with federal and state law and local policy
4. Continually assess the effectiveness of the threat assessment process throughout the District.
5. Recommend changes to regulations and procedures, as needed, to maintain an effective threat assessment process reflecting known best practices.
6. Assist school-based threat assessment teams when the school-based threat assessment team is not fully trained and/or not available to promptly and appropriately assess any concerning behavior.

School Threat Assessment Teams: The Superintendent shall establish, for each school, a threat assessment team (STAT) that shall include persons with expertise in guidance, counseling, school administration, mental health, and law enforcement. To be effective, STAT membership may change based on the circumstances of the threat to be assessed. Those individuals listed below, and any particular faculty or staff that may have specialized knowledge relevant to the assessment or management of the type of threat involved, or who may have a relationship with the student making the threat or exhibiting worrisome behavior, shall be included on the STAT.

Threat Assessment Team Membership on the School Team and District Oversight Committee should include:

1. School administrator.
2. School guidance counselor.
3. School psychologist and/or social worker.
4. Instructional staff.
5. Special education teacher or staff (especially when involving a student with an IEP or 504 plan).
6. Human resource professional (as needed).
7. Paraprofessional school staff, e.g. a coach or school nurse.
8. Non-law enforcement employee who has expertise in law enforcement.
9. Faculty and/or staff that have specialized knowledge relevant to the assessment or management of the threat.
10. Faculty and/or staff that have a relationship with the student (School-Level Only).

FUNCTION AND PURPOSE OF THE SCHOOL THREAT ASSESSMENT TEAM (STAT)

1. Maintain processes for effective information sharing between the team and community mental health organizations, law enforcement, and other public safety agencies.
2. Consult with law enforcement and public safety agencies, and community mental health providers as needed and in accordance with federal and state law and local policy.



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3. Continually assess the effectiveness of the threat assessment process throughout the District and at the school level.
4. Recommend changes to regulations and procedures, as needed, to maintain an effective threat assessment process reflecting known best practices.
5. Meet whenever there is a concern regarding a student or situation that has been brought to the Team's attention.
6. Meet on a regular basis to engage in discussion, role-play scenarios, and professional learning.
7. Adhere to ethical and confidential requirements.
8. Assign responsibilities for conducting and reporting on the results of threat assessments following District Threat Assessment Protocols.
9. See Full Protocols at the end of the policy document
10. Per RIGL §16-21-23.2

"Comprehensive School Threat Assessment Guidelines" CSTAG (July 2021)

"Rhode Island Threat Assessment Teams Implementation Guidance," Rhode Island School Safety Committee (July 2019)

"Threat Assessment for School Administrators & Crisis Teams, National Association of School Psychologists (2015) "Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines," Virginia Department of Criminal Justice Services (August 2016)

Barrington Public Schools School Committee

First Read: January 7, 2021

Second Read and Adoption May 4, 2023



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BPS DISTRICT RISK SCREENING/THREAT ASSESSMENT PROTOCOL

The BPS RISK SCREENING/THREAT ASSESSMENT PROTOCOL is used when there is an indication that an individual is at risk for self-harm, suicide, or for harming others

Examples include:

- When a student has been identified by a peer, community member, or staff member as demonstrating signs that they may be at risk.
- When a student self refers for feeling at risk.
- When a student displays behaviors that indicate they may be at risk.

The following BPS RISK SCREENING/THREAT ASSESSMENT PROTOCOL contains procedures for risk assessments involving risk of suicidality or self-harm (see I. Risk Screening Protocol) as well as threat assessment involving threats against others (see II. Threat Assessment Protocol).



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I. RISK SCREENING PROTOCOL

This **Risk Screening Protocol** is characteristically used when there is some indication that an individual is at risk for self-harm or suicide.

Examples include:

- When a student has been identified by a peer, community member, or staff member as demonstrating some signs that they may be at risk of self-harm or suicide.
- When a student self refers for feeling at risk for self-harm or suicide.
- When a student displays behaviors that indicate they may be at risk for self-harm or suicide.

A risk screening is a process for assessing, intervening, and managing a risk to self. The screening utilizes information from actions, communications, and specific circumstances that may suggest an intent to harm oneself. This process will also include developing an intervention plan for the student considered to be at risk for self-harm or suicide.

1. **Identify potential risk** - A school psychologist or school social worker will:
 - a. Screen the identified student in a confidential location
 - b. Employ district risk screening tools/forms
 - c. Use professional discretion to determine if the level of risk warrants an emergency response
2. **Determine the level of risk of self-harm or suicide** - The school psychologist or school social worker will determine level of risk based on risk screening and obtained information/data.

At the completion of the screening, the school professional will make a determination of the level of risk based on the following options:

- a. **Low risk:** The student does not pose an imminent danger to self. Low-risk indicators may include thoughts of suicide only in the past, history of mental health issues, no previous attempts or actions, no plan, no access to weapons or means, no recent losses, strong support system in place, no alcohol/substance abuse, and demonstrates evidence of positive coping skills.
- b. **Moderate risk:** The student presents with a questionable or non-viable plan of harm to self (i.e., lacks clear or viable intent, ideation, and/or plan), but is deemed to be at



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elevated risk of harming self due to current stressors, and/or lack of protective factors.

- c. **High risk:** The student poses an imminent danger to self with a viable plan to do harm. High risk indicators may include: current thoughts of suicide, current sense of hopelessness, previous attempts, self-injurious behavior, trauma/abuse, sexual identity issues, access to weapons or means, weak support system, alcohol/substance abuse, mental health history, and precipitating events, such as loss, trauma, victimization.

3. **Develop an action plan and provide and document safety precautions and recommendations** - This will be based on the level of risk of the student. The

following steps should be included in the plan:

- a. Parent/guardian contact
- b. Based on the determined level of risk and recommendations (i.e., emergency room or outside mental health provider evaluation), the parent may be asked to provide a release of information from the physician or mental health professional indicating so that we may provide wrap around services for the student and school safety
- c. Review safety precautions with the student and parent.
- d. If necessary, emergency services will be called.
- e. If the team recommends that the parent follow through with outside support, provide the parent with a *Risk Screening/Threat Assessment Parent Notification Form* and obtain a signature, if the parent agrees to sign.
- f. Evaluate and document parent response (i.e., make appropriate reports to DCYF or police department if parent refuses to comply with safety recommendations).

4. **Document the risk screening** – The following information must be documented on the *Barrington Risk Screening/Threat Assessment Documentation Form*:

- a. The behavior of concern
- b. Obtained information from the screening process
- c. Parent contact and response; *Risk Screening/Threat Assessment Parent Notification Form*
- d. Action plan and recommendations
- e. Follow-up/re-entry information and plan

A member of the risk team will provide the completed copy of the Risk Screening/Threat Assessment documentation form to the building administrator. The building administrator will provide necessary notification to the superintendent in accordance with district protocols.

5. **Monitor student and support plan** - Based on the level of determined risk:

- a. The student should be monitored upon re-entry to the school community.
- b. If new information is obtained, revise plan as needed
- c. Meet with student for follow-up
- d. Communicate with parents for follow-up



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II. THREAT ASSESSMENT PROTOCOL

1. Threat assessment is a violence prevention strategy that involves:
 - a. identifying student threats to commit a violent act
 - b. determining the seriousness of the threat, and
 - c. developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.
2. A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.
3. BPS Threat Assessment Protocol provides procedures based on the Rhode Island Threat Assessment Teams Implementation Guidance (7/2019). It is a flexible and efficient process to deal with threats by a school-based team to facilitate a threat assessment.
4. Definition: A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means.
 - a. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat.
 - b. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act.
 - c. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment.
5. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator.

PROCEDURES TO FOLLOW:

- A. The administrator makes a preliminary determination of the seriousness of the threat. The



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student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action.

- B. The following **School Threat Assessment Decision Tree** is used by the Threat Assessment Team, led by the building administrator, to evaluate the threat, resolve the threat as transient, respond to a substantive threat, conduct a safety evaluation for a very serious substantive threat and implement and monitor a safety plan.

5. Implement and monitor the safety plan.		
Document the plan.		
Maintain contact with the student.		
Monitor whether plan is working and revise as needed.		
 BARRINGTON School		
1. Evaluate the threat. Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?		
Yes ☐	No ☐	Not a threat. Might be an expression of anger that merits attention.
2. Attempt to resolve the threat as transient. Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?		
No ☐	Yes ☐	Case resolved as transient; add services as needed.
3. Respond to a substantive threat. For all substantive threats: <ol style="list-style-type: none"> Take precautions to protect potential victims. Warn intended victim and parents. Look for ways to resolve conflict. Discipline student, when appropriate. us means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, use very serious injury with a weapon.		
Very Serious ☐	Serious ☐	Case resolved as serious substantive threat; add services as needed.
4. Conduct a safety evaluation for a very serious substantive threat In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following: <ol style="list-style-type: none"> Screen student for mental health services and counseling; refer as needed. Law enforcement investigation for evidence of planning and preparation, criminal activity. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individualized Educational Program if already receiving special education services and further assessment, if possible, disability. 		
Document the threat assessment employing district tools/forms		

C



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JICJ: STUDENT USE OF CELL PHONES AND OTHER PERSONAL ELECTRONIC DEVICES

The Barrington School Department is committed to providing a safe, positive, and productive learning environment for all students. We hold high expectations for student behavior, academic integrity, and the responsible use of existing and emerging technologies capable of capturing and/or transmitting data or images. The Barrington School Committee recognizes that inappropriate use of personal cellular phones and/or other personal technology devices during instructional time has a disruptive effect on student learning and the educational environment.

Students who possess and/or use such devices at school or school-sponsored events are expected to demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

Parents/guardians and students should refer to their school's handbook for additional information and practices regarding cell phones and other personal electronic devices. All students may use the office phone, if necessary, to contact parents or arrange for a ride.

All personal devices must be stored away from students during the school day and during all District activities. The district shall make exceptions for student personal device use that provide access to assistive technology necessary to comply with individualized student 504 plans, individualized education plans (IEP), medical needs such as glucose monitoring, and/or a plan to support emergent multilingual learners (MLL) students with appropriate language access programs and services to ensure the provision of appropriate, meaningful public education. The allowable exceptions shall be written into the student's identified plan and approved by the appropriate team or coordinator.

This policy is consistent with RI Gen L § 16-21-43 (2025) *Policy on use of personal electronic devices in schools*.

Definitions

"Personal Devices" include all laptop, tablet and desktop computers, smart phones, wearables such as smartwatches, earbuds or headphones, or any other electronic devices that connect to the internet or a wireless network or that runs software or programming of any kind, and that are owned by students and families, not by Barrington School Department

"School Sponsored Events" describes all school-managed activities, after-school enrichment programs, athletics, on-site events such as arts performances, dances or graduation ceremonies, Barrington School off-site events such as field trips and competitions, and travel on Barrington Schools transportation. These activities are governed by this policy whether they take place in school buildings, on school grounds, on school-managed transportation, or at external sites rented or used where students are legally under the care and supervision of the Barrington School Department.



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Policy Objectives

The objectives of this policy are to:

- Promote the health and wellbeing of all students;
- Protect the safety and privacy of all students and staff;
- Limit unnecessary distractions or interruptions to Barrington Public School Activities,

Regarding cell phones and/or other portable or personal electronic devices throughout the district:

A. Whenever possible, students should leave all electronic devices at home. When that is not possible, devices must be stored away from students in accordance with the following.

i. At the elementary schools cell phones, earbuds, smartwatches, smart glasses, and other wearable technology may not be used at any time during school hours. Devices must be turned off and stored in student backpacks.

ii. At the middle school cell phones, wireless earbuds, smartwatches, smart glasses, and other wearable technology may not be used at any time during school hours. Devices must be turned off and stored in student lockers.

iii. At the high school, students will be required to turn off cell phones and other personal electronic devices and place them in a locked pouch/case at the beginning of the school day. The magnetic case will remain locked and with the student throughout the school day. The case will be unlocked at the end of the day, allowing student access to phones. Students who possess and/or use cell phones or other personal electronic devices at school-sponsored events beyond the school day are encouraged to respect the educational environment and the rights and privacy of all individuals within the school community.

B. Non-district issued personal computers and tablets should not be brought to school, unless under accommodations provided to a student in a 504 Plan, Individualized Education Program, or Multilingual Learner services.

C. The use of social media and/or inappropriate applications is strictly prohibited during school hours.

D. Students are prohibited from using any electronic device, as defined by this policy, in any school or district restroom or locker room.

E. Personal electronic devices may not be used to:

- i. Disrupt learning with ringtones, beeping, or sounds of any kind;
- ii. Record a disruption on campus that could be used to degrade, threaten, intimidate, or dehumanize the person(s) involved;



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- iii. Take photographs or videos or record in any way in private areas such as locker rooms, counseling sessions, restrooms, and/or dressing areas;
- iv. Send or display pornographic or inappropriate messages, pictures, videos, or images;
- v. Capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty;
- vi. Receive test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty; or
- vii. Bully, humiliate, harass, or intimidate any school-related individuals, or violate local, state, or federal laws in relation to such behaviors.

Personal Electronic Device Retention and Emergency Procedures

- i. No school official or employee may search, access, or review the contents of a student's personal electronic device that is retained by the school during school hours and not in the student's possession, including devices secured in locked pouches, containers, or other storage mechanisms, except as otherwise required by law.
- ii. In the event of an emergency, it is vital to the health and safety of students that they follow the directions of school staff and emergency personnel regarding the use of personal electronic devices. Whenever practicable, the District will communicate with families through official District communication channels. School administrators may modify normal personal electronic device procedures during an emergency when necessary to protect student safety.

Consequences

Violations of this policy will result in disciplinary action, which may include confiscation of personal devices (not limited to cell phones, smartwatches, earbuds, smart glasses, and other wearable technology).

Policy Review

This policy shall be reviewed annually.

First Read: May 7, 2026 Second

Read: June 11, 2026

Amended September 10, 2026



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JICK: Harassment, Intimidation, Bullying

Definitions

"At school" means in a classroom, elsewhere on or immediately adjacent to school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school-sponsored activity or event, whether or not it is held on school premises.

"Harassment, intimidation, or bullying" means an intentional written, verbal, electronically communicated, or physical act or threat of a physical act that, under the totality of the circumstances: (i) a reasonable person should know would have the effect of physically or emotionally harming the student, damaging a student's property, placing a student in reasonable fear of harm to his or her person, or placing a student in reasonable fear of damage to his or her property; or (ii) is sufficiently severe, persistent or pervasive to create an intimidating, threatening, or abusive educational environment for a student. [R.I.G.L. §16-21-26(a)(2)]

"Electronic communications" shall include any verbal, textual or graphic communication of any kind effected, created or transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text-messaging device and/or personal data assistance device.

General

The School Department shall, from time to time, provide training of school employees and volunteers who have significant contact with students, concerning this policy.

The violation of this policy by students shall be punishable in accordance with the Code of Conduct established at each school.

The violation of this policy by an employee, volunteer, contractual agent or other member of the school community shall subject the individual to disciplinary action up to and including termination.

Legal Reference

Rhode Island General Laws §16-21-26 Approved 05/05/05 Revised 11/17/08



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JICK: School Response to Teen Dating Violence and Sexual Harassment

Teen dating violence and sexual violence are prohibited in Barrington Public Schools (BPS). The purpose of this policy is to:

- Raise school-wide awareness about teen dating violence and sexual violence;
- Provide direction in responding to incidents; and
- Prevent new incidents of dating violence, and sexual violence.

For more detailed information relating to school-based intervention, working with student-victims and alleged student-perpetrators, documenting incidents, and the creation of a safety plan, please refer to the Protocol for Responding to Reports of Teen Dating Violence and Sexual Violence, available at:

<https://docs.google.com/document/d/1dFdeCzKxA8TSY8jT1C9HHEiLLO4NB29iB3HOxl3fk5w/edit?usp=sharing>

A. RIGHTS AND PROTECTION

BPS is committed to creating a school environment that promotes timely and fair adjudication of teen dating violence and sexual violence reports. This policy includes guidelines to protect the rights and privacy of the victim as well as the due process rights of the alleged perpetrator.

B. REPORTING RESPONSIBILITIES

Responsibility of Students

The victim of dating violence or sexual violence, witnesses/bystanders to such actions, or anyone who has information that these actions have occurred may file a report or complaint of dating violence or sexual violence to the Assistant Superintendent, school administrator, or trusted adult staff member.

Responsibility of the Assistant Superintendent, Administrator or Designee:

Investigation of all Teen Dating Violence and Sexual Violence Reports

The Assistant Superintendent, administrator or designee shall investigate all allegations of dating violence and sexual violence. If the allegation is supported by the outcome of an investigation, appropriate disciplinary sanctions, subject to appropriate due process procedures, will be imposed. The investigation will include an assessment of what effect the dating violence and/or sexual violence has had on the victim. In addition, the investigation may result in referral to a medical professional, law enforcement, or domestic violence advocate.

Creation of Individualized School Safety Plan



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When a student discloses dating violence and/or sexual violence, the Assistant Superintendent, school administrator, or designee shall work with the victim, the alleged perpetrator, their respective parents/guardians, appropriate staff, and possibly a domestic violence advocate to create an individualized safety plan.

Responsibility of School Staff

School staff shall take all reasonable measures to prevent teen dating violence and sexual violence. All school staff who witness, hear of, or have reasonable grounds to believe that these behaviors are taking place are obligated to report incidents according to this policy. In this context, the staff includes volunteers working in the school. Failure of any school staff member to follow these procedures will result in consequences consistent with BPS' existing policies for non-compliance.

DCYF Reporting

Rhode Island General Law §40-11-3 requires that any person who has reasonable cause to know or suspect that any child has been a victim of sexual abuse by another child shall, within twenty-four hours Rhode Island General Law §40-11-2, provide that information to the Department of Children, Youth and Families, or its agent, who or which shall immediately forward the report to the state police and local law enforcement, and shall initiate an investigation of the allegations of abuse. As a result of those reports and referrals, BPS shall refer those children to appropriate services and support systems in order to provide for their health and welfare. As a result of these reports and referrals, protective social services will be made available to those students in an effort to safeguard their welfare and provide a means to prevent further abuse.

C. INVESTIGATION

The Assistant Superintendent, administrator or designee shall be responsible for the investigation of all dating violence and sexual violence reports. If the allegation is found to be credible, appropriate disciplinary sanctions subject to due process procedures shall be imposed.

D. DISCIPLINARY SANCTIONS

Disciplinary sanctions for dating violence or sexual violence may include, but are not limited to, loss of privilege to participate in extracurricular activities including athletics and school social events, loss of school bus transportation, assignment of community service, and suspension from school. (See BPS Suspension Policy.)

RI General Laws §40-11-3 and §40-11-2

First Read 5/10/2018

Second Read/Approved 5/31/2018

PROTOCOL



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BPS hereby incorporates the following response protocol to teen dating violence and sexual violence into its school district policies.

DEFINITIONS

At School means in a classroom, on or immediately adjacent to school premises, on a school bus or other school-related vehicle, at an official school bus stop, or at any school-sponsored activity or event whether or not it is on school grounds.

Bystander: Someone who is aware of dating violence or sexual violence, but does not intervene or seek help for the victim.

Dating: Any romantic relationship between an unmarried couple regardless of duration, commitment level, or physical intimacy. Dating includes hooking up, going out, and friends with benefits.

Dating Partner: Any person, regardless of gender, involved in a dating relationship. This could include persons who have a former dating or sexual relationship, are same sex couples, or are unrelated but have had intimate or continuous social contact with one another.

Dating Violence: A pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse to control their dating partner.

Perpetrator/Abuser/Dominant Aggressor: A person who uses either bullying, dating violence, or sexual violence to establish and maintain power and control over the target of their behavior. The dominant aggressor/abuser means the person determined to be the most significant, rather than the first, aggressor. The following should be considered when identifying the dominant aggressor: (1) whether either person made threats creating fear of physical injury; (2) whether there is a history of domestic or sexual violence between the persons involved; (3) whether either person acted in self-defense; and (4) whether either person used or threatened to use a weapon and/or physical force.

Sexual Assault includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- Intentional touching of someone in ways that are unwanted,
- Voyeurism,
- Exposure to exhibitionism,
- Undesired exposure to pornography, or
- Public display of images that were taken in a private context or when the victim was unaware.



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Sexual Violence includes sexual harassment, sexual assault, and rape. In cases of sexual violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner.

Stalking is the willful, malicious, and repeated following of another person with the intent to place that person in reasonable fear of bodily injury.

Rape is nonconsensual oral, anal, or vaginal penetration of the victim by body parts or objects using force or threats of bodily harm. This includes taking advantage of a victim who is incapacitated or otherwise incapable of giving consent. Incapacitation may include mental or cognitive disability, self-induced or forced intoxication, status as a minor, or any other condition defined by law that voids an individual's ability to give consent.

Victim/Survivor: The target of the perpetrator's coercive and/or violent acts.

Witness: Someone whose awareness of dating violence compels them to intervene and/or seek help on behalf of the victim.

Protocol for School-Based Intervention: Staff Members

Any school staff member who witnesses or learns of an act of teen dating violence, sexual violence, sexual harassment, sexual assault, or rape shall take the following steps:

1. Thank the student for coming to you.
2. Listen sympathetically and do not comment on the substance of the complaint. Do not cross-examine.
3. Inform the victim of their right to file a complaint of sexual harassment, dating violence, or sexual violence with any counselor or administrator.
4. Immediately inform the Assistant Superintendent or administrator or their designee.
5. Do not discuss the matter with your co-workers or others. Complaints and related investigations are to be treated with sensitivity and, as practicable, with confidentiality.
6. Assist the investigator(s) in any investigation or other follow-up.
7. Protocol for School-Based Intervention: Assistant Superintendent or administrator or their designee.

If the Assistant Superintendent or administrator or their designee learns of an act of teen dating violence, sexual violence, sexual harassment, sexual assault, or rape, they shall take the following steps:



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1. Take steps to separate the victim from the alleged perpetrator and monitor the victim's safety. Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation.
2. Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an alleged incident of sexual harassment, dating violence, or sexual violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the alleged incident.
3. Investigate the complaint (or designate an investigator to investigate the complaint) by speaking with the victim, alleged perpetrator and any bystanders separately. Document all information. Follow protocols for working with the victim and alleged perpetrator, below.
4. Administer logical and reasonable consequences to the alleged perpetrator when appropriate.
5. If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the School Resource Officer or police immediately.
6. If the assessment by a school psychologist, social worker, or counselor determines that the victim's mental health has been placed at risk, make appropriate referrals.

Protocol for Working with the Victim

- Conference with the victim and parent/guardian.
- Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation.
- Inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection.
- Encourage the student to report further incidents.
- Inform the victim of their right to request a Stay-Away Agreement or another school- based alternative to a protective order.
- For situations also involving sexual harassment, inform the victim of their right to file a complaint alleging sexual harassment directly with the Rhode Island Title IX Coordinator. A complaint may also be filed with the Office for Civil Rights.
- If the behavior included a violent criminal offense, the victim will be informed of any school transfer rights they may have under the Federal Every Student Succeeds Act.



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- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.
- Document the meeting and any action plans on a complaint form. If the victim or parent/guardian declines to document the incident, note this on a complaint form.
- Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.
- Administrators may provide the victim with the right to have a support person present during all stages of the investigation.

Protocol for Working with the Alleged Perpetrator

- Conference with the alleged perpetrator and parent/guardian.
- Allow the alleged perpetrator an opportunity to respond in writing to the allegations.
- Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim of dating violence or sexual violence, those who are witnesses, or those investigating an incident shall not be tolerated. In most cases retaliation or a threat of retaliation will result in the imposition of a short or long-term school suspension and, in appropriate cases, referral to the police.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and action plans on a complaint form.

Protocol for Documentation and Reporting of Incidents

1. Teen dating and sexual violence complaints and investigations are kept in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.
2. Each complaint of teen dating or sexual violence, either written or orally given, must be documented. Documentation includes:
 - All allegations constituting the original complaint,
 - All evidence, statements, etc. gathered in support of or contradiction to the allegations,



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- Report of findings and recommendation(s) for action to disciplinary or other administrator(s),
 - Safety planning actions taken, including changing the victim's or offender's schedule and school activities,
 - Follow-up actions, including any responses to disciplinary and safety planning actions and status reports from the victim.
3. In addition to the information specified above, BPS shall track and archive aggregate, annual data on the incidence, types and prevalence of teen dating violence, and/or sexual violence. This aggregate data should be shared with the Superintendent and School Committee annually.

Protocol for Creation of a Safety Plan

Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention should be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim.

The safety plan could include the following 3 components, depending on the circumstances:

1. Victim Safety Plan:

A safety plan is a tool for helping to increase students' safety. BPS encourages school personnel, when responding to an incident of sexual harassment, dating violence or sexual violence, to

develop a safety plan in collaboration with the victim and the victim's parents that may include the following elements:

- The schedule(s) of staff person(s) that have been identified as a support system for the victim,
- Routes to and from school,
- Routes to and from classes, class changes and/or locker changes,
- Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed,
- A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dances, etc.,
- A plan of action for the victim to follow if they encounter the alleged perpetrator outside of school: in a public place, in public transportation, at the victim's home, at the home of a friend, etc.,



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- A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.
- A list of local resources: shelters, hotlines, agencies, advocates, and other services,
- Follow-up meeting dates to review the situation and to make any necessary adjustments.

2. Enforcement of Protective Orders

When a legal protective order (such as a Restraining or No-Contact order) has been issued by a court to protect one student from another, BPS shall take the following steps:

Hold separate meetings with the victim and the alleged perpetrator and their respective parents/guardians to:

- Review the protective order and ramifications.
- Clarify expectations.
- Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator.
- Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before-and after- school activities, locker, etc.

3. Stay-Away Agreements: School-Based Alternatives to Protective Orders

The school-based alternative to a legal protective order is called a Stay-Away Agreement. The Stay-Away Agreement provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school-sponsored activities. It is designed to ensure the safety of the victim.

BPS may administer Stay-Away Agreements in a conference with the alleged perpetrator and their parent/guardian. If the parent/guardian is unavailable or unwilling to attend the conference, BPS may note this on the agreement. A Stay-Away Agreement may include the following elements:

- A description of the relationship between the victim and alleged perpetrator.
- A description of the violent incident(s): what, when, where, witnesses.
- A list of behaviors that the alleged perpetrator may not do (i.e. talking to the victim, sitting near the victim, sending notes to the victim, etc.).
- Schedule changes for the alleged perpetrator (to separate the victim and alleged perpetrator), including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities.



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- Notes on other disciplinary actions taken.
- Disciplinary consequences if the alleged perpetrator violates the Stay-Away Agreement.
- Dates during which the Stay-Away Agreement is valid.
- Date when the Stay-Away Agreement will be reviewed.

The individualized safety plan will be developed, if possible, with input from the parents of the students involved. Staff members who are to implement the plan will help formulate it.

Amended 4.9.2018



BARRINGTON PUBLIC SCHOOLS

JIHC: Alcohol Sensor Device

I. PURPOSE

Barrington Public Schools (BPS) is committed to the health and well-being of students, staff, and the community. As such, we believe that it is our responsibility to provide measures to prevent underage inappropriate and/or illicit substance use at school events. Also, BPS is responsible for following state and federal laws and regulations. Students are prohibited from using, possessing, or being under the influence of alcohol on school property or school-related functions. Therefore, BPS reserves the right to use an alcohol sensor device to deter the use and possession of alcohol in schools and at school activities. It is not the purpose of this policy to conduct random testing of students. Instead, this policy is intended to deter students attending school or school functions from consuming alcohol.

II. UNIVERSAL TESTING

All students and their guests attending school dances/proms/semi-formals will be required to take a breathalyzer test or similar before entering the event.

- If the results of such a test prove positive or, a student or guest declines to participate, for the safety of students and others, the individual will be denied entry to the event and, by procedures adopted by the Superintendent, will be released into the custody of their parent or guardian or, if they are unavailable, to another responsible adult on their emergency contact to transport the individual safely home.
- Per procedures adopted by the Superintendent, school officials will also refer the student to the student assistance counselor.
- Students may also face the consequences based on Interscholastic Team Rules.
- If the results of the test prove positive or the student declines to participate, the student may be subject to disciplinary action following the individual school's code of conduct, and school officials will call their parents/guardians to pick them up.
- If the School Resource Officer is present, the sensor's purpose is for the student and community's safety, not for legal purposes. The SRO will intercede only if a student suspected of being under the influence refuses to cooperate with the administration to the extent that they may place themselves or others in danger by driving or engaging in other dangerous activities.
- In the instance of concern regarding the individual's health and safety, administrators may also call emergency services.

● REASONABLE SUSPICION TESTING

Indicators of reasonable suspicion may include, but will not be limited to, alcohol odor, slurred speech, unsteady gait, lack of coordination, presence in the vicinity of an alcohol container,



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bloodshot or glazed eyes, or such other information that raises a reasonable suspicion as to alcohol consumption.

The alcohol sensor devices may be used during the school day as deemed appropriate by the building principals as follows:

- A student about whom there is a reasonable suspicion shall be referred to an administrator.
- If the administrator determines that such reasonable suspicion exists, the student shall be given the option to submit to the use of an alcohol sensor device.
- School officials will direct the student to an office or other area where they will be kept in observation and questioned regarding alcohol consumption.
- The sensor will be administered in a confidential location away from other students to protect privacy.
- Only a trained administrator or the school nurse will administer the sensor to ensure the reliability of outcomes.
- If the test results prove positive or the student declines to participate, the student may be subject to disciplinary action following the individual school's code of conduct, and school officials will call their parents/guardians to pick them up.
- If the School Resource Officer is present, the sensor's purpose is for the student and community's safety, not for legal purposes. The SRO will intercede only if a student suspected of being under the influence refuses to cooperate with the administration to the extent that they may place themselves or others in danger by driving or engaging in other dangerous activities.
- In the instance of concern regarding the individual's health and safety, BPS administration may call emergency services.

Barrington Public Schools School Committee

Approved 10/01/09

Revised: 06/10/2021



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JJ: Co-curricular and Extra-curricular Activities

General Policy

Recognizing the importance of providing educational activities that enrich and broaden student experiences as an integral part of the curriculum as well as beyond the normal academic day, the School Committee supports the development of co-curricular and extracurricular programs in accordance with the policies established by the School Department.

Co-curricular programs are defined as those activities that enhance and enrich the regular curriculum during the normal school day.

Extracurricular programs are defined as those activities that broaden the educational experience which usually take place beyond the normal school day. Students who desire to participate on athletic teams shall do so on a volunteer basis with the understanding that it is a privilege and not a right to be a member of a school team. All students are invited to participate, but it is recognized that some students may not be capable of competing at the varsity level. At non-varsity levels, participation may be restricted based on safety and space restrictions. It shall be the policy of the School Department to compete in interscholastic athletics sanctioned by the Rhode Island Interscholastic League and to abide by that organization's rules and regulations.

Activities should be designed to meet the needs of and to stimulate interests expressed by students and should cover a broad range of abilities. There shall be equal opportunities for all students to participate in such programs.

The expenses of voluntary activities may be covered by the students, the school, school-related organizations, and/or non-school groups.

Elementary Level

Recognizing the positive aspects of co-curricular programs that enrich and enhance the regular elementary school program, the School Committee supports the development of such activities in all areas of the approved curriculum.

Middle School Level

Recognizing the special needs and interests of students at the middle school level, the School Committee supports the development of both co-curricular activities as part of the regular school program and extracurricular activities based on the mutual interests and talents of students, teachers, and community volunteers. The Middle School Administration and the Director of Athletics and Student Activities shall be responsible for coordination of co-curricular and extracurricular programs at this level.

High School Level



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Recognizing the importance of extracurricular as well as co-curricular activities in the total educational experience of high school students, the School Committee supports the development of programs that meet the needs and interests of a significant number of students, who come together to form organizations to pursue activities that are consistent with the educational goals of the School Department. Procedures for organizing such groups should be established and supervised by the High School Administration and the Director of Athletics and Student Activities.

Recognizing that the variety and specialization of interests may preclude funding of all activities, the School Committee agrees to provide supporting funds and funds for advisors of approved activities insofar as these funds are determined by the School Committee to be available. The School Committee shall allow approved organizations to raise funds so that their programs shall be self-supporting. Procedures for fundraising should be established and supervised by the High School Administration and the Director of Athletics and Student Activities. No student shall be excluded from an activity because of an inability to contribute funds to support the program.

The School Committee may sanction interscholastic programs supported in full by individuals and/or organizations under the following guidelines:

- The sport meets the "Criteria for Adding Interscholastic Sports" established by High School Administration.
- The funds identified by the Director of Athletics and Student Activities as necessary to support initial startup and annual operations must be on deposit with the School Department prior to scheduling competition.
- The School Committee and Administration shall have complete care and control of all activities associated with the particular sport.
- The use of students in fundraising activities shall be approved by the High School Administration and the Director of Athletics and Student Activities.
- Should the sport no longer be offered, all surplus funds shall be transferred to the High School Athletic General Account.

Approved 02/03/77 Revised 06/03/04



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JJ: Home School Students' Participation in Curricular and Extra Curricular Activities

A student residing in the Town of Barrington who is enrolled in an approved home school instruction program may, upon application to the School Department, be permitted to participate in school sponsored curricular or extra-curricular activities provided that the student meets the same rules, regulations and policy requirements as those required of regularly enrolled students in the Barrington Public Schools.

Students requesting curricular courses must provide a reason and must meet all of the prerequisite course requirements for entrance into the course. No more than two credits can be attempted in a school year for home instructed students. Entry into any curricular course will be permitted in accordance with the following:

- The addition of students in other than laboratory classes does not exceed a class size of 25.
- The addition of students in laboratory classes does not exceed the number of stations available.
- Any transportation requirements which do not coincide with the regular schedule of bus runs provided by the school department, shall be the responsibility of the student's parents or guardians.

Students who are enrolled in the public schools and elect to be instructed in a home school program may participate immediately in school-sponsored or extra-curricular activities provided that they comply with this and any other applicable policy, that they have fulfilled any academic or disciplinary conditions required for their participation in said programs which pre-dated their election to be home schooled, and that they continue to fulfill the terms of this any other applicable policy.

This policy is limited to Barrington students who are home schooled with the approval of the Barrington School Committee. Students attending private or parochial schools shall not be eligible for inclusion under the provisions of this policy.

Legal Reference RIDE FAQs

RI Gen Law 16-19-2

Policy Adopted 10/07/99



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JK: Process for Addressing Violations

The School Committee and each of its members are committed to faithful compliance with the provisions of the School Committee's policies. The School Committee recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of confidence in the School Committee's ability to govern effectively. In the event of such a violation, the School Committee will seek remedy by applying any of the following measures:

- A. Conversation in a private setting between the member in question and the School Committee chair or other individual member:

If a School Committee member perceives that a fellow member has violated the policies or commitments of the School Committee, that member may address his concerns with the member who is perceived to be in violation. Alternatively, the member may refer the concern to the School Committee chair. If the School Committee chair is suspected of the violation, the concern would be referred to the vice chair. The purpose of this step is to attempt to resolve any perceived violations at the lowest possible level, involving the fewest number of individuals.

- B. Discussion between the member in question and the full School Committee in open session:

In the event of a serious or continuing violation by the same member, any member of the School Committee may request the Chair schedule a full School Committee discussion with the charged member. The charged member will receive advance written notice of the discussion, including a statement of the alleged violation.

- C. Possible removal from any leadership or subcommittee positions to which the member in question has been appointed or elected:

To remove the charged School Committee member from a committee leadership or subcommittee membership position, any member may request the Chair notify the charged member in writing of the scheduled School Committee discussion of removal; the charged member shall be removed only after discussion and only on majority vote of the School Committee.

- D. Statement regarding compliance with School Committee policies:

The School Committee reserves the right to issue statements regarding the School Committee's interpretation of these policies and any instances of individual School Committee member's noncompliance, after notice to the individual and discussion and vote by the School Committee. Adopted 08/14/2014



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JKD: Suspension Policy

The following policy describes the disciplinary actions that involve the removal of students from school or class. All school personnel responsible for implementing suspension procedures will be instructed in the responsibilities and rights of students and parents/guardians.

I. In-School Suspension

A student may be temporarily removed from the general classroom for disciplinary purposes and assigned to an approved alternative classroom setting within the same school. In-school suspensions may occur in a separate classroom or a separate building from the student's regular class schedule. During this time, the student is required to complete coursework. The student may receive academic instruction, intervention services, and/or counseling, as appropriate.

In-school suspension may be used in lieu of out-of-school suspension at the discretion of the principal. However, no student shall be assigned in-school suspension for more than ten (10) consecutive school days. At the discretion of the principal, a student who has been assigned to in-school suspension may be denied the right to participate in extracurricular activities.

II. Out-of-School Suspension

In accordance with law and the BPS student code of conduct, a student may be temporarily removed from school during which time the student is not allowed to attend school classes or participate in any other school activities or extracurricular activities.

Students will continue to complete coursework while serving out-of-school suspensions. Parents/guardians may pick-up the work at the school during the period of suspension, unless available through online portals. Students serving out-of-school suspensions may receive academic instruction, intervention services, and/or counseling, as appropriate.

III. Actions Leading to Out-of-School Suspension

Student actions or conduct that may result in out-of-school suspension include, but are not limited to the following:

- Violence or threatening violence against another student or staff;
- Weapons possession on school grounds Weapons and Assault policy, click [here](#);
- Bullying;
- Racial or Sexual Harassment;
- Theft;
- Possession, consumption, and/or sale of drugs or alcohol on school grounds; or
- Destruction of school property.



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IV. Due Process / Procedures Governing Suspension

(1) Investigation and Informal Hearing: The principal shall conduct an initial investigation into the alleged misconduct committed by the student. Prior to imposing any suspension, the student shall be given an informal hearing before the principal or designee where the allegation shall be explained to the student and the student provided with an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon as possible after the suspension is imposed.

(2) Parental Notification: The principal, or designee, shall immediately notify the student's parents/guardians by telephone, if possible, about the student's suspension and the reason(s) for the suspension.

(3) Written Notice and Conference: Whether or not telephone contact is made with the parents/guardians, the principal or designee shall send the parents/guardians written notice of the suspension and shall schedule a school conference with the student and the parents/guardians to discuss the suspension.

(4) Appeal to Superintendent: If the parents/guardians are not in agreement with the principal's recommendation to suspend the student, the parents/guardians may request review by the Superintendent or designee. In such cases, the Superintendent or designee shall obtain individual reports of the incident from the principal, the student, and if the Superintendent or designee deems necessary, any witnesses to the incident which resulted in the student's suspension. The Superintendent or designee may, if they deem it appropriate, call all involved parties together for a conference. The Superintendent or designee shall issue a written report within five (5) school days of the parents/guardians' appeal request.

(5) Appeal to School Committee: If the parents/guardians do not agree with the decision of the Superintendent or designee, then a formal appeal may be submitted to the School Committee. To initiate such an appeal, the parents/guardians must make a written request to the Office of the Superintendent. The School Committee shall schedule a date to hear the appeal within seven (7) school days of its receipt of the written appeal. Unless the student has served the suspension already, or the student presents an immediate threat and safety concern as outlined under the "zero tolerance" provision of the Weapons and Assault Policy, the student may remain in school during the appeal process. Zero tolerance is defined as any student found to be in possession of a weapon, or involved in an assault, as defined in the Weapons and Assault Policy, [click here](#).

V. Long-Term Suspension

A Long-Term Suspension (LTS) means the removal of a student from school for more than ten

(10) consecutive school days but not more than the number of days remaining in the school year during which the conduct giving rise to the suspension occurred.



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The School Committee may impose an LTS after a hearing if the Committee finds that a student's conduct endangers persons or property, is seriously disruptive of the educational process, and/or is in violation of a BPS policy.

The following procedures govern the referral and suspension process for an LTS:

- (1) A principal may recommend that a student be subject to an LTS in a case where the principal has cause to believe that the student's conduct endangers persons or property, is seriously disruptive of the educational process, and/or is in violation of a BPS policy.
- (2) Within two (2) school days of the receipt of a recommendation for an LTS, the Superintendent or designee shall conduct an inquiry.
- (3) If, after the inquiry, and within seven (7) school days of receipt of the recommendation, the Superintendent or designee determines that the principal's recommendation should be upheld, the recommendation shall be forwarded to the School Committee. The principal shall have the right to suspend a student up to ten (10) school days while the recommendation is reviewed by the Superintendent or designee and School Committee.
- (4) In addition, the Superintendent or designee may directly recommend to the School Committee that a student be subject to an LTS
- (5) Except in an emergency situation requiring the student's immediate removal, the School Committee shall, prior to imposing an LTS on the student, conduct a hearing to be governed by the following procedures:
 - a) Notice by certified and regular mail shall have been sent to the student and their parents/guardians at least five (5) school days prior to the date of the hearing.
 - b) The notice shall contain:
 - 1) The date, time, and place of the scheduled hearing.
 - 2) The details of the grounds for the proposed LTS, including a narrative of the events leading to recommendation, the names of any witnesses unless safety concerns apply, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of the LTS, including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given (i.e., the full disciplinary history of the student), and the recommended penalty.
 - 3) A copy of this policy.
 - c) At the hearing, the student shall have the right to testify and produce witnesses and other information in their defense. The student shall have the right to request that any witnesses against them appear in person to answer their questions. If the School Committee determines that any of the witnesses would be subject to physical or mental harassment, the witness need not be present at the hearing, but the information may be presented as a written summary of the witness' testimony prepared by the absent



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witness. The summary shall include the reason for the witness' absence and a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the School Committee may also present a written statement in which the witness' identity has been concealed.

- d) A student may be represented by a third party of their choice, including an attorney.
- e) A student is entitled to the services of a translator, to be provided by the School Committee, whenever English is not the primary language of the student or their parents/guardians.
- f) The School Committee shall report its final decision in writing to the student, stating the reasons upon which the decision is based, and the penalty to be imposed. Said decision shall be based solely on evidence derived at the hearing.
- g) Within twenty-four (24) hours of its decision, the School Committee shall notify the parents/guardians of any minor student of such action.
- h) In the event of extenuating circumstances requiring postponement of the hearing date, the hearing provided for above shall be held as soon as possible after the LTS suspension of the student.

VI. Alternative Education Placement

Whenever a student is suspended from BPS for ten (10) or more consecutive school days, the student shall be placed in an alternative education program during their suspension period. Alternative Education Placement decisions will be made by the Director of Pupil Personnel. The parents/guardians of such student have the legal right to reject such a program without being subject to the truancy law.

VII. Students with Disabilities

Students with disabilities have additional protections under the Individuals with Disabilities Education Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Rhode Island Board of Regulations Governing the Education of Children with Disabilities. This protection applies to students already receiving special education services, any students within the referral process, and also students who have not yet been determined to be eligible for special education services but, by violating a school rule, have engaged in behavior that may indicate a disability.

As a general matter, personnel may consider any unique circumstances on a case-by-case basis when deciding to discipline a student with a disability. School personnel may choose not to suspend a student with a disability, if the unique circumstances lead personnel to decide that suspension is not appropriate for that student.

Students with Disabilities removed for more than ten (10) school days cumulative:



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Within 10 days from the beginning of any disciplinary action that results in a suspension of a student with a disability that exceeds ten (10) school days (cumulative) within a school year, BPS shall comply with the following procedures:

1. Provide continued educational services so as to enable the student to participate in the general education curriculum, although in an alternative setting, and to progress toward meeting the goals set out in the student's Individualized Education Program or 504 Plan.
2. Conduct a manifestation determination as defined in the Rhode Island Regulations for Students with Disabilities (RI General Laws §16-21-27) within ten (10) school days of the decision to remove the student beyond 10 school days cumulative during the school year.
3. Conduct a functional behavioral assessment (unless BPS has already conducted a behavioral assessment prior to the behavior that resulted in the disciplinary removal for more than 10 school days cumulative).
4. Develop a behavioral intervention plan and provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not recur (unless one had already been developed, in which case BPS may modify it, as necessary, to address the behavior).

BPS personnel may remove a student to an interim alternative educational setting for up to forty- five (45) school days without regard to whether the behavior was a manifestation of the student's disability, if the student:

1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of BPS or the Rhode Island Department of Elementary and Secondary Education. Weapons and Assault policy, [click here](#)
2. Knowingly has or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of BPS or the Rhode Island Department of Elementary and Secondary Education.
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of BPS or the Rhode Island Department of Elementary and Secondary Education.

§ 16-2-17. Right to a safe school

§ 16-2-17.1. In school suspensions

§ 16-21-18. Students prohibited from bringing or possessing firearms on school premises

§ 16-21-19 Special rules for students with disabilities bringing firearms to school

§ 16-21-21 Student discipline code

§ 16-21-21.1 Penalties for drug, alcohol or weapons offenses



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§ 16-21-27 Alternative education programs

First Read: 3/15/2018

Second Read/Approved: 3/29/2018 First Read/Amended: 7/12/2018 Second Read/Approved:
8/01/2018



BARRINGTON PUBLIC SCHOOLS

JLCD: Medical Marijuana Policy

I. PURPOSE

The Barrington School Committee ("Committee") adopts this policy pursuant to the Regulations for School Health Programs, 216-RICR-20-10-4, as amended effective April 11, 2022 (the "Regulation"). The Regulation requires all school districts within the State of Rhode Island to develop protocols and procedures authorizing parents, parents' designees, legal guardians, and school nurses to administer medical marijuana to a student while the student is on the school campus.

The Committee affirms its commitment not to discipline or otherwise discriminate against a student who is administered medical marijuana on school campus. The Barrington Public Schools (the "District") shall not deny a student's eligibility to attend school within the District solely because the student requires the administration of medical marijuana.

II. SCOPE

This policy applies exclusively to the use of medical marijuana on school campus. It does not apply to school-sponsored trips or activities outside the State of Rhode Island. The District strictly prohibits the possession, use, distribution, purchase, or sale of marijuana (including medical marijuana) on school campus that is inconsistent with the provisions of this policy and applicable state law. The Superintendent or designee shall oversee the District's compliance with this policy and may develop additional protocols for its implementation.

The Edward O. Hawkins and Thomas C. Slater Medical Marijuana Act

Rhode Island's medical marijuana statute prohibits the smoking of marijuana on school buses and on school grounds. This Medical Marijuana Policy does not permit medical marijuana to be administered on school campus via smoking or other form of inhalation.

III. DEFINITIONS

I. Medical Marijuana.

For purposes of this policy, "medical marijuana" means marijuana and marijuana products that have been designated as "medical marijuana" by the Rhode Island Department of Business Regulation in accordance with R.I. Gen. Laws § 21-28.6-3(20) and 230-RICR-80-05-1.1(A)(27). Medical marijuana products are those that are only available for use by patient cardholders and may only be sold to or possessed by patient cardholders, their registered caregiver, or an authorized purchaser. All medical marijuana products utilized pursuant to this policy shall only be obtained from a Rhode Island licensed compassion center. For purposes of this policy, medical marijuana does not include FDA-approved cannabinoid medications.

II, Qualifying students

Qualifying students are students who have been authorized to engage in the use of medical marijuana and who maintain ongoing medical marijuana cardholder status pursuant to R.I.



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Gen. Laws § 21-28.6-1 et seq. A qualifying student who uses medical marijuana in compliance with this policy shall not be considered under the influence of marijuana or be subject to discipline under R.I. Gen. Laws §§ 16-21-16 or 16-21-21.1.

Provisions

I. Verifying student qualifications

No student shall be authorized to engage in the use of medical marijuana on the school campus absent verification that the student is a "qualifying student" under this policy. The process for verifying a student's qualification as a medical marijuana cardholder and ongoing medical marijuana cardholder status shall include:

- a. The student's parent or guardian (or the student, if the student is age 18 or older) shall certify, on a form to be developed by the Superintendent or designee, that the student is qualified as a medical marijuana cardholder and that their card is current.
- b. The student's parent or guardian (or the student, if the student is age 18 or older) shall provide the school nurse with a signed statement from the student's physician, advanced practice nurse practitioner, or physician assistant certifying that the student suffers from a debilitating medical condition as defined in R.I. Gen. Laws § 21-28.6-3(7).
- c. The school nurse shall visually inspect the student's card and maintain a copy of the card in the student's medical file.

II. Safely administering medical marijuana to students.

To ensure the safe administration of medical marijuana to students, each qualifying student's Individualized Health Care Plan ("IHCP") shall include written instructions for the qualifying student's authorized use. Such instructions shall include:

- a. the signature of the student's certifying physician, advanced practice nurse practitioner, or physician assistant;
- b. the student's debilitating medical condition;
- c. the dose of medical marijuana, including the amount of CBD and/or THC (where applicable) per dose;
- d. the minimum interval between dosage;
- e. . any possible side effects;
- f. the person(s) authorized to administer the medical marijuana;
- g. the location where the medical marijuana is to be administered.

III. Labeling of medical marijuana products.

All medical marijuana products must be labeled with the following information:

- a. the student's name;



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- b. the student's date of birth;
- c. the dosage; and
- d. the ingredients of the product(s).

II. Documentation of administration

The person administering the medical marijuana shall document each dose of medical marijuana that is administered to a student on the school campus. Required documentation must include:

- a. the date and time of the dose;
- b. the dosage;
- c. the route of administration;
- d. the signature of the parent, parents' designees, legal guardian, or school nurse who is administering the medical marijuana; and
- e. in the event a dosage is not administered as required by the qualifying student's IHCP, the reason(s) must be noted on the corresponding documentation.

V. Where can medical marijuana be administered?

Medical marijuana may be administered in the following locations only:

- a. the school nurse's office; and
- b. the school's main office.

VI. Release of Liability

As a condition of authorizing a qualifying student to use medical marijuana on school campus, the District shall require the student's parent or legal guardian (or the student if age 18 or older) to sign a written statement releasing the District, its employees, Committee members, and volunteers from any and all liability associated with the administration of medical marijuana on school campus. The written statement shall not, however, release the District from liability in cases of willful or wanton conduct or disregard of the criteria of a qualifying student's IHCP.

VI. Who may administer medical marijuana?

Parents, parents' designees, legal guardians, and school nurses are the only persons permitted to administer medical marijuana to a qualifying student. Students are strictly prohibited from handling or self-administering medical marijuana on school grounds.

V I. Administration of medical marijuana by school nurses

If a school nurse is designated to administer medical marijuana, all medical marijuana to be administered by the school nurse must be kept in a secured cabinet in the nurse's office.



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School nurses may opt out from administering medical marijuana to qualifying students provided that they do so on a wholesale basis; they may not administer medical marijuana to some, but not to other, qualifying students. If a school nurse chooses not to administer medical marijuana, the District shall make arrangements for the student to receive the applicable dose of medical marijuana during the school day by a parent, parents' designee, or legal guardian.

IX. Administration of medical marijuana by parents, parents' designees, and legal guardians

Any medical marijuana taken onto school grounds by a parent, the parents' designee, or a legal guardian for the purpose of administration to a qualifying student must be either:

- a. consumed/utilized in its entirety by the student; or
- b. the excess medical marijuana which is not consumed/utilized by the student must be removed in its entirety from the school campus, with the exception of any disposable packaging which no longer contains medical marijuana.

Legal References:

[R.I. Gen Laws § 21-28.6-7]

[R.I. Gen. Laws § 21-28.6-
3(20)]

[R.I. Gen. Laws § 21-28.6-
3(25)] [216-RICR-20-10-4.23]
[230-RICR-80-05-1]

First read: July 14, 2022

Second read/Adopted: July 28, 2022

JLCD: Protocol for Medication Administration at Off-Site School-Sponsored Activities

For all field trips, a Field Trip Permission Form must be completed by a parent or guardian at least 2 weeks before the scheduled field trip.

If a student is required to take medication during an off-site school-sponsored activity, the following guidelines will be followed:

1. The student's medication must be supplied by the parent, in addition to the parent's written authorization for use of the medication during the off-site school-sponsored activity (see Barrington Public Schools Medication Authorization Form). The medication must be stored and transported in its original prescription-labeled container (in the case of a prescription medication) or its manufacturer-labeled container (in the case of a non-prescription medication).



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2. In the case of a prescription medication, a licensed health care prescriber's written order must be provided.
3. A student may self-carry and self-administer a single day's supply of medication, including a controlled substance, during an off-site school-sponsored activity.
4. On overnight field trips, students may self-carry and self-administer inhalers and epinephrine. However, BPS will require that all other medications be stored in a secure location under the control of BPS staff. Students may self-administer these medications but may not self-carry.
5. If a student is required to take medication during an overnight field trip, the student's parent/guardian must complete and submit the Barrington Public Schools Overnight Field Trip Medication Authorization Form for All Prescription and Non-Prescription Medications (Grades 6-12), including, if applicable, a licensed health care prescriber's written order.
6. A student is prohibited from sharing, transferring, or in any way diverting his/her own medication(s) to any other person.
7. BPS field trip organizers must notify parents well in advance of overnight field trips in order to provide parents of students needing medications sufficient time to review protocols for administration of the student's medication.
8. If an emergency medication is given or taken by the student, a student accident/incident report shall be completed on the field trip and submitted to administration upon completion of the field trip.
9. All student medical health care plans shall be followed. Arrangements shall be made for any reasonable medical accommodations necessary for all students to participate on field trips.



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JLCD: Use of Opioid Antagonists Policy

I. PURPOSE

The purpose of this policy is to establish guidelines and procedures governing the utilization of Opioid Antagonists administered by members of the Barrington Public Schools (BPS).

II. POLICY

It is the policy of the District that all BPS elementary, middle schools, and high schools, shall provide and maintain on-site in each school facility opioid antagonists.¹ To treat a case of suspected opioid overdose in a school setting, any authorized school personnel may administer an opioid antagonist, during an emergency, to any student, staff or other persons suspected of having an opioid-related drug overdose, whether or not there is a previous history of opioid abuse. Any school nurse-teacher or other school personnel using an opioid antagonist shall be protected from both civil and criminal liability pursuant to the provisions of chapter 28.9 of title 21 (the Good Samaritan overdose prevention act of 2016).

III. TRAINING

Training is recommended for staff including nurse-teachers, coaches, guidance counselors, custodians, teachers, etc. No school nurse-teacher or other school personnel shall be subject to penalty or disciplinary action for refusing to be trained in the administration of an opioid antagonist.

IV. PROCUREMENT OF OPIOID ANTAGONIST

a) The Superintendent, principal, certified school nurse-teacher or designee will be responsible for the procurement of opioid antagonists. The school physician shall prepare standing orders for the procedures to be followed in dealing with a suspected opioid overdose in a school setting which shall be updated annually. Such standing orders shall not require any school nurse-teacher to administer an opioid antagonist.

b) The RI Department of Health recommends that schools provide intranasal opioid antagonists. At a minimum, each school should have a quantity of two (2) opioid antagonist nasal spray delivery systems with step-by-step instructions, nitrile gloves, as well as a mask/barrier device for rescue breathing.

c) STORAGE

d) Opioid antagonists will be clearly marked and stored in a conspicuous place, readily available, but with provisions made for the safekeeping and security of the opioid antagonist so that the security of the medication will not be compromised. The school nurse-teacher will ensure that all other relevant staff is aware of the opioid antagonist's storage location.

e) The inspection of the opioid antagonist shall be conducted regularly to check the expiration date.



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f) Opioid antagonists will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. The inspection of the opioid antagonist shall be conducted regularly to check the expiration date.

V. USE OF OPIOID ANTAGONIST In case of a suspected opioid overdose, school nurse-teachers or school personnel shall follow the protocols outlined in the opioid antagonist training and the instructions in the opioid antagonist kit.

VI. ¹ FOLLOW-UP

After administration of an opioid antagonist, the school nurse-teacher, or other school personnel will follow the BPS reporting protocols.

*Per RIGL §16-21-35 (2019-S 0409SUBA 2019-H 6086SUBA)

Barrington Public Schools School

Committee Approved 03/10/2016

Revised 11/2019

First Read Amended 2/6/2020

Approved 3/5/2020



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JLCE: First Aid and Health Emergency Policy

In accordance with Department of Health and Elementary and Secondary Regulations all Barrington Public Schools shall maintain written policies and standing orders available in the event of accidents and acute illnesses, including anaphylaxis.

These orders and policies shall be prepared, dated, signed, and reviewed annually by the school physician(s).

These emergency orders and policies shall be reviewed periodically by all school administrative, teaching and health personnel who might be involved in managing a school emergency, including anaphylaxis, prior to the arrival of more fully trained persons.

At all times, each school shall have available at least one person who is trained and competent in the administration of first aid and the epinephrine auto-injector, other than the school nurse.

In-service first aid training shall be provided for school personnel who might be involved in managing an accident or medical emergency. Subjects to be covered shall include but not be limited to: Resuscitation and artificial respiration; control of major bleeding; management of ocular trauma and emergencies; management of burns and of corrosive and other chemical trauma; management of foreign bodies; management of convulsions or seizures; movement and transportation of injured person.

Training shall be provided for school personnel who might be administering an epinephrine auto-injector in a case of anaphylaxis. Subjects to be covered shall include (but not be limited to): signs and symptoms of anaphylactic shock; proper epinephrine auto-injector storage (e.g., examining color, clarity and expiration date); proper epinephrine auto-injector dosage; proper epinephrine auto-injector administration; adverse reactions; accessing the "911" emergency medical system; and preparation for movement and transport of the student.

Students engaged in potentially hazardous tasks should be directly supervised by teachers or instructors who are trained in the administration of first aid. Prior to engaging in the potentially hazardous tasks they shall also discuss safety rules with the students.

Following an accident or emergency situation or an episode of anaphylaxis, a report shall be completed and filed with the student's parents or guardians and in the student's health record.

Legal Reference

Rhode Island Department of Health, Rules and Regulations for School Health Programs

RI Gen Law 16-21-22

Adopted: 04/25/13



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JLDB: Physical Restraint and Crisis Intervention with Students Policy

PURPOSE

This policy is established to ensure the safety and security of Barrington Public School (BPS) students and staff and define the parameters of appropriate physical restraint and crisis intervention.

PHILOSOPHY

Every BPS student shall be free from the unreasonable use of physical restraint and crisis intervention. Physical intervention, the use of manual or mechanical restraint or escort involving physical contact, should only be used as a crisis intervention for the purpose of preventing harm or injury. The crisis intervention must not include procedures that intentionally cause pain, injury, trauma or humiliation. A physical restraint crisis intervention should not be used for the purpose of changing behavior in situations where no protection from harm or injury is needed. Only the least intrusive physical interaction needed to adequately protect the child or others shall be used and shall be terminated as soon as the need for protection has abated.

POLICY STATEMENT

I. Procedures

The BPS administration shall forthwith develop written procedures regarding appropriate responses to student behavior that may require the use of physical restraint/crisis intervention. Such procedures shall be annually reviewed and provided to school staff and made available to parents of enrolled students. Such procedures shall include, but not be limited to:

- (a) Methods for preventing student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;
- (b) The BPS's policy regarding intervention that provides a description and explanation of the method of physical restraint/crisis intervention, a description of BPS's training requirements, monitoring and reporting requirements, internal review and follow-up procedures, and a procedure for receiving and investigating complaints regarding restraint practices

II. Staff Training

Required Training

The BPS administration shall designate personnel to determine a time and methods to provide all staff with training regarding BPS's Physical Restraint and Crisis Intervention with Students Policy. Such training shall occur at least annually not later than within the first month of each school year. For employees hired after the school year begins, this training shall take place



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within the first month of their employment. The training shall be approved by the Commissioner of Elementary and Secondary Education and shall include all required information including:



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1. BPS's Physical Restraint and Crisis Intervention with Students Policy;
2. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors;
3. Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
4. Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
5. Identification of BPS staff who have received advanced training in the use of physical restraint and crisis intervention as further set forth in this policy.

Advanced Staff Training

At the start of each school year, BPS administration shall identify staff that are authorized to serve as a school-wide based resource to assist other staff in ensuring proper administration of physical restraint and crisis interventions. These staff members shall participate in advanced training in the use of physical restraint and crisis intervention beyond the basic training offered to all staff and the School Department shall document the extent of such training.

The aforesaid advanced training shall include, but not be limited to

1. Appropriate strategies for preventing the need for physical restraint and crisis intervention, including the de-escalation of problematic behavior, relationship building and the use of alternatives to such restraints;
2. A description and identification of dangerous behaviors on the part of students that may include the need for physical restraint and crisis intervention and methods for evaluating the risk of harm in individual situations in order to determine whether the use of physical restraint and crisis interventions are warranted;
3. The simulated experience of administering and receiving physical restraint and crisis intervention, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
5. Demonstration by participants of proficiency in administering physical restraint and crisis intervention.

III. Use of Physical Restraint Crisis Intervention

Physical restraint crisis intervention may be used only in the following circumstances:

1. Non-physical interventions would not be effective; and



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2. The student's behavior poses a threat of imminent, serious, physical harm to self and/or others; and
3. If a behavioral intervention plan has been developed for the student, those various positive reinforcement techniques have been implemented appropriately and the child has failed to respond to those reinforcement techniques.

IV. Limitations and Prohibitions on the Use of Physical Restraint

Physical restraint crisis intervention shall be limited to the use of such reasonable force as necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Physical restraint crisis intervention are prohibited in the following circumstances

1. As a means of punishment;
2. As an intervention designed to, or likely to cause physical pain;
3. As in any intervention which denies adequate sleep, food, water, shelter, bedding or access to bathroom facilities;
4. As in any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, physical pain, or which can be expected to cause excessive emotional trauma;
5. As in any intervention which employs a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention when a documented part of a previously agreed upon written behavioral intervention plan;
6. As in seclusion, unless under constant surveillance and observation when documented as part of a previously agreed upon written behavioral intervention plan;
7. As in any intervention that precludes adequate supervision of the child;
8. Any intervention which deprives the individual of one or more of his or her senses;
9. As in the administration of medication for the purpose of restraint and any other form of chemical restraint
10. All other forms of aversive interventions proscribed by law.

V. Proper Administration of Physical Restraint/Crisis Intervention

Only personnel who have had training in accordance with this policy may administer physical restraint/crisis intervention with students. Whenever possible, the administration of a physical restraint/crisis intervention shall be witnessed by at least one adult who does not participate in the restraint. The training requirement as set forth in this policy shall not preclude a teacher,



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employee or agent of BPS from using reasonable force to protect students, other persons, or themselves from imminent, serious physical harm.

A person administering a physical restraint/crisis intervention shall use only the amount of force necessary to protect the student or others from physical injury or harm and shall discontinue the physical restraint/crisis intervention as soon as possible.

Additional requirements for the use of physical restraint/crisis intervention are:

1. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
2. Restraints shall be administered in such a way so as to prevent or minimize physical harm. Prone restraint shall not be used. If, at any time during a physical restraint/crisis intervention, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
3. BPS staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint/crisis intervention on an individual student.
4. Following the release of a student from a restraint, BPS shall implement follow-up procedures. These procedures shall include reviewing the incident with the student, as appropriate, to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

VI. Reporting Requirements

Informing School Administration – The staff member who administered the physical restraint/crisis intervention shall inform the Barrington Public Schools administration of the use of a physical restraint/crisis intervention as soon as possible, and by a written report not later than the next working day. School Department administration shall maintain an ongoing written record of all reported instances of physical restraint/crisis intervention.

Informing Parents – Barrington Public Schools administration shall have procedures to inform the student's parent(s) or guardian(s) of the use of a restraint as soon as possible, and not later than two (2) school days after each incident. Written documentation of this notification shall be maintained by the School Department.

Contents of Report – The aforesaid written report required by this policy shall include:



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1. The names and job titles of the staff who administered the restraint, and observers, if any, the date of the restraint, the time the restraint began and ended, and the name of the administrator who was verbally informed following the restraint;
2. A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint/crisis intervention, the behavior that prompted the restraint, the efforts made to deescalate the situation, alternatives to restraint that were attempted, and the justification for initiating physical restraint/crisis intervention;
3. A description of the administration of the restraint including the holds used and reasons such holds were necessary, the student's behavior and reactions during the restraint, how the restraint ended, and documentation of injury to student and/or staff, if any, during the restraint and any medical care provided;
4. Information regarding any further action(s) that the school has taken or may take, including and disciplinary sanctions that may be imposed on the student, and a behavioral intervention plan was developed or modified as a result of the restraint;
5. Information regarding opportunities for the student's parent(s) or guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

Report to the Department of Education – Barrington Public Schools shall provide the Rhode Island Department of Education a record of every incident of the use of physical restraint/crisis intervention on an annual basis.

VII. Behavioral Intervention Plans

Once the use of physical restraint/crisis intervention has been employed on a student, school personnel shall determine if the student requires a behavioral intervention plan as part of the student's education program, and if one already exists, whether that plan needs to be modified or adjusted

First read: September 12, 2024

Second Read: October 10, 2024

Approved: 10.10.2024



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JLDB: Risk Screening Protocol

This Risk Screening Protocol is characteristically used when there is some indication that an individual is at risk for self-harm or suicide.

Examples include:

- When a student has been identified by a peer, community member, or staff member as demonstrating some signs that they may be at risk of self-harm or suicide.
- When a student self refers for feeling at risk for self-harm or suicide.
- When a student displays behaviors that indicate they may be at risk for self-harm or suicide.

A risk screening is a process for assessing, intervening, and managing a risk to self. The screening utilizes information from actions, communications, and specific circumstances that may suggest an intent to harm oneself. This process will also include developing an intervention plan for the student considered to be at risk for self-harm or suicide.

1. Identify potential risk - A school psychologist or school social worker will:
 - a. Screen the identified student in a confidential location
 - b. Employ district risk screening tools/forms
 - c. Use professional discretion to determine if the level of risk warrants an emergency response
2. Determine the level of risk of self-harm or suicide - The school psychologist or school social worker will determine level of risk based on risk screening and obtained information/data.

At the completion of the screening, the school professional will make a determination of the level of risk based on the following options:

- a. Low risk: The student does not pose an imminent danger to self. Low-risk indicators may include thoughts of suicide only in the past, history of mental health issues, no previous attempts or actions, no plan, no access to weapons or means, no recent losses, strong support system in place, no alcohol/substance abuse, and demonstrates evidence of positive coping skills.
- b. Moderate risk: The student presents with a questionable or non-viable plan of harm to self (i.e., lacks clear or viable intent, ideation, and/or plan), but is deemed to be at elevated risk of harming self due to current stressors, and/or lack of protective factors.
- c. High risk: The student poses an imminent danger to self with a viable plan to



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do harm. High risk indicators may include: current thoughts of suicide, current sense of



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hopelessness, previous attempts, self-injurious behavior, trauma/abuse, sexual identity issues, access to weapons or means, weak support system, alcohol/substance abuse, mental health history, and precipitating events, such as loss, trauma, victimization

1. Develop an action plan and provide and document safety precautions and recommendations - This will be based on the level of risk of the student. The following steps should be included in the plan:
 - a. Parent/guardian contact
 - b. Based on the determined level of risk and recommendations (i.e., emergency room or outside mental health provider evaluation), the parent may be asked to provide a release of information from the physician or mental health professional indicating so that we may provide wrap around services for the student and school safety
 - c. Review safety precautions with the student and parent.
 - d. If necessary, emergency services will be called.
 - e. If the team recommends that the parent follow through with outside support, provide the parent with a Risk Screening/Threat Assessment Parent Notification Form and obtain a signature, if the parent agrees to sign.
 - f. Evaluate and document parent response (i.e., make appropriate reports to DCYF or police department if parent refuses to comply with safety recommendations).
2. Document the risk screening – The following information must be documented on the Barrington Risk Screening/Threat Assessment Documentation Form:
 - a. the behavior of concern
 - b. Obtained information from the screening process
 - c. Parent contact and response; Risk Screening/Threat Assessment Parent Notification Form
 - d. Action plan and recommendations
 - e. Follow-up/re-entry information and plan

A member of the risk team will provide the completed copy of the Risk Screening/Threat Assessment documentation form to the building administrator. The building administrator will provide necessary notification to the superintendent in accordance with district protocols.

3. Monitor student and support plan - Based on the level of determined risk:
 - a. The student should be monitored upon re-entry to the school community.
 - b. If new information is obtained, revise plan as needed
 - c. Meet with student for follow-up



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- d. Communicate with parents for follow-up

THREAT ASSESSMENT PROTOCOL

1. Threat assessment is a violence prevention strategy that involves:
 - a. identifying student threats to commit a violent act
 - b. determining the seriousness of the threat
 - c. developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.
2. A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.
3. BPS Threat Assessment Guidelines provide procedures based on the Rhode Island Threat Assessment Teams Implementation Guidance (7/2019). It is a flexible and efficient process to deal with threats by a school-based team to facilitate a threat assessment.
4. Definition: A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means.

An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat.

- b. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act.
 - c. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment.
5. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator.

PROCEDURES TO FOLLOW:

- A. The administrator makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action.



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JLDBA: Nathan Bruno Suicide Prevention Policy

Purpose: The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene, and respond to suicide. The policy recognizes:

- Physical and mental health as integral components of student outcomes, both educationally and throughout the lifespan;
- Suicide as a leading cause of death among young people locally, nationally, and globally;
- School's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience;
- Comprehensive suicide prevention policies include prevention, intervention, and postvention components; and
- Alignment with other policies, programs and practices that support the overall social, emotional and behavioral health of students (American Foundation of Suicide Prevention, 2022).

Scope:

Curricula and Training

Per the statute, suicide prevention curricula for grades 6-12 and staff professional development for all staff in PK-12 schools and administration will be selected from the RIDE approved list. The content of the curricula must include:

- How to identify appropriate mental health services both within the school and the larger community; and,
- When and how to refer students and their families to those services.
- Additional content could include:
 - Focusing on safe and healthy choices and coping strategies focused on resilience building;
 - Recognizing risk factors and warning signs of mental health conditions and suicide in oneself and others; and,
 - Identifying help seeking strategies for oneself and others (American Foundation for Suicide Prevention).



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Per the statute, Nathan Bruno Jason Flatt Act (RIGL § 16-21.7), anyone working in a PK-12 school or administration must receive training every year on suicide prevention. Staff approved training materials and instruction shall include training on how to identify appropriate mental health services both within the school and the larger community, and when and how to refer youth and their families to those services. These materials and instruction are to be given by qualified suicide prevention instructors as determined by the entities and groups. School based mental health professionals will play an integral role in the selection of training and curriculum.

Districts could include the configuration of trainings/curricula offered. This would also be a place to include how the training will roll out, inclusion in contracts with vendors who provide school based services and new hire requirements as applicable.

Provisions:

Suicide Intervention

This work will be connected to School Safety Plans, School Emergency Response Plans and School Crisis Response Plans, along with like efforts as appropriate. Districts are encouraged to modify the flow chart to meet local needs and add specifics that will facilitate the process in district/schools. All protocols must emphasize the safety of the youth as well as other youth in schools.

In every case, parents must be notified to ensure that the youth receive the necessary care. Schools may require a re-entry letter from a student's mental health provider prior to allowing a student to return to school. This may be determined on a case by case basis given the details of each situation. The school's role of "en loco parentis" requires that the health and safety of each youth is given consideration.

Suicide Postvention

Postvention is an organized response in the aftermath of a suicide to accomplish any one or more of the following:

- To facilitate the healing of individuals from the grief and distress of suicide loss
- To mitigate other negative effects of exposure to suicide
- To prevent suicide among people who are at high risk after exposure to suicide (Survivors of Suicide Taskforce)

Postvention includes counseling or other care given to students or staff after another student's or staff's suicide or attempted suicide. It may include counseling to students and staff that have made a suicide attempt or have reported ideation. This counseling shall consist of regular check ins, as determined by a mental health professional. Schools may delineate the roles and responsibilities of people on the school crisis team for postvention. Strategies will also be offered and provided for volunteers.



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Legal References:

Nathan Bruno Jason Flatt Act (RIGL § 16-21.7)

Rhode Island Safe Schools Act, (RIGL § 16-21-34)

Threat Assessment Teams and Oversight Committees (RIGL §16-21-23.2)

Requirements of school safety plans, school emergency response plans, and school crisis response plans (RIGL §16-21-24)

Basic Education Plan Section G-14-2.1

Instruction in health and physical education (RIGL § 16-22-4)

Suicide Prevention and Awareness (RIGL §16-22-14)

Right to a safe school (RIGL §16-2-17)

First Read: July 14, 2022

Second Read/Adopted: July 28, 2022

Revised: First Read March 16, 2023

Amended and Approved April 20, 2023

Archived:



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JLDBB: Risk Screening/Threat Assessment Policy

PURPOSE

Barrington Public Schools (BPS) supports a culture of safety, respect, and emotional support that will diminish the possibility of violence in its schools. To that end, this policy establishes Threat Assessment Teams and a Threat Assessment Oversight Committee pursuant to R.I. Gen. Laws § 16-21-23.2. The purpose of this policy is to prevent school violence by identifying and assessing threats, and developing threat management plans to manage and address the underlying causes of threatening behavior in students. This policy will be reviewed and updated on a regular basis, and shall be automatically amended to conform to amendments and changes in applicable state and federal laws, rules, and regulations. For purposes of this policy, the term "threat assessment" shall include risk assessments (i.e., the assessment of the risk that a student poses to their own safety).

DEFINITIONS

Threat: A threat is a communication of intent to harm someone that may be spoken, written, gestured or expressed in other forms such as via text messaging, email or other digital means.

1. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat.
2. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act.
3. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment.

Aberrant or Worrisome Behavior: An individual's actions, statements, communications or responses that are unusual for the person or situation; or actions which could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the wellbeing of the person or others in the community. These behaviors can include, but are not limited to:

- Unusual social distancing or isolation of subjects from peers and family members.
- Uncharacteristically sullen or depressed behavior.
- Out of context outbursts of verbal or physical aggression.
- Increased levels of agitation, frustration, and/or anger.
- Confrontational, accusatory or blaming behavior.
- An unusual interest in or fascination with weapons.
- Fixation on violence as a means of addressing a grievance.



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Threat Assessment: A threat assessment is not a disciplinary tool. The tool allows professionals to answer the question “does this student pose a threat”, not whether they “made a threat”. It involves identifying student threats to commit a violent act, determining the seriousness of the threat, and developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

Low Risk of Risk of Self-Harm or Suicide Low Risk: The student does not pose an imminent danger to themselves. Low-risk indicators may include thoughts of suicide only in the past, a history of mental health issues, no previous attempts or actions, no plan, no access to weapons or means, no recent losses, a robust support system in place, no alcohol/substance abuse, and demonstrates evidence of positive coping skills.

Level of Risk of Self-Harm or Suicide Moderate Risk: The student presents with a questionable or non-viable plan of harm to self (i.e., lacks clear or viable intent, ideation, and/or plan) but is deemed to be at elevated risk of harming self due to current stressors and/or lack of protective factors.

Level of Risk of Self-Harm or Suicide High Risk: The student poses an imminent danger to themselves with a viable plan to harm. High-risk indicators may include current thoughts of suicide, the current sense of hopelessness, previous attempts, self-injurious behavior, trauma/abuse, sexual identity issues, access to weapons or means, weak support system, alcohol/substance abuse, mental health history, and precipitating events, such as loss, trauma, victimization.

Transient Threat: A threat in which there is no sustained intent to harm.

Substantive Threat: A threat in which the intent is present (or unclear) requires protective action.

1. Serious: A threat to hit, fight or beat up.
2. Very Serious: A threat to kill, rape, or cause severe injury with a weapon.

THREAT ASSESSMENT TEAM STRUCTURE

Districtwide Threat Assessment Oversight Committee: The Superintendent shall establish a Districtwide Threat Assessment Oversight Committee charged with oversight of the threat assessment teams operating within the District. The District Wide Threat Assessment Oversight Committee shall:

1. Provide oversight to school-based Threat Assessment Teams.
2. Maintain processes for effective information sharing between schools, community mental health organizations, law enforcement, and other public safety agencies.
3. Consult with law enforcement and public safety agencies, and community mental health providers as needed and in accordance with federal and state law and local policy



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4. Continually assess the effectiveness of the threat assessment process throughout the District.

5. Recommend changes to regulations and procedures, as needed, to maintain an effective threat assessment process reflecting known best practices.

6. Assist school-based threat assessment teams when the school-based threat assessment team is not fully trained and/or not available to promptly and appropriately assess any concerning behavior.

School Threat Assessment Teams: The Superintendent shall establish, for each school, a threat assessment team (STAT) that shall include persons with expertise in guidance, counseling, school administration, mental health, and law enforcement. To be effective, STAT membership may change based on the circumstances of the threat to be assessed. Those individuals listed below, and any particular faculty or staff that may have specialized knowledge relevant to the assessment or management of the type of threat involved, or who may have a relationship with the student making the threat or exhibiting worrisome behavior, shall be included on the STAT.

Threat Assessment Team Membership on the School Team and District Oversight Committee should include:

1. School administrator.
2. School guidance counselor.
3. School psychologist and/or social worker.
4. Instructional staff.
5. Special education teacher or staff (especially when involving a student with an IEP or 504 plan).
6. Human resource professional (as needed).
7. Paraprofessional school staff, e.g. a coach or school nurse.
8. Non-law enforcement employee who has expertise in law enforcement.
9. Faculty and/or staff that have specialized knowledge relevant to the assessment or management of the threat.
10. Faculty and/or staff that have a relationship with the student (School-Level Only).

FUNCTION AND PURPOSE OF THE SCHOOL THREAT ASSESSMENT TEAM (STAT)

1. Maintain processes for effective information sharing between the team and community mental health organizations, law enforcement, and other public safety agencies.
2. Consult with law enforcement and public safety agencies, and community mental health providers as needed and in accordance with federal and state law and local policy.



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3. Continually assess the effectiveness of the threat assessment process throughout the District and at the school level.
4. Recommend changes to regulations and procedures, as needed, to maintain an effective threat assessment process reflecting known best practices.
5. Meet whenever there is a concern regarding a student or situation that has been brought to the Team's attention.
6. Meet on a regular basis to engage in discussion, role-play scenarios, and professional learning.
7. Adhere to ethical and confidential requirements.
8. Assign responsibilities for conducting and reporting on the results of threat assessments following District Threat Assessment Protocols.
9. See Full Protocols at the end of the policy document
10. Per RIGL §16-21-23.2

"Comprehensive School Threat Assessment Guidelines" CSTAG (July 2021)

"Rhode Island Threat Assessment Teams Implementation Guidance," Rhode Island School Safety Committee (July 2019)

"Threat Assessment for School Administrators & Crisis Teams, National Association of School Psychologists (2015) "Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines," Virginia Department of Criminal Justice Services (August 2016)

Barrington Public Schools School Committee

First Read: January 7, 2021

Second Read and Adoption May 4, 2023



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JLF: Child Abuse and Neglect Reporting Policy

Additionally, Rhode Island law requires that all persons report known or suspected cases of child abuse and/or neglect, meaning the physical or mental injury, sexual abuse or exploitation, negligent treatment or maltreatment of a child under the age of eighteen (18). If an employee (faculty or staff member) suspects or witnesses child abuse and/or neglect, the employee must report it to the Rhode Island Department of Children, Youth, and Families (DCYF) within twenty- four hours of becoming aware of such abuse/neglect. Call the DCYF hotline at 1-800-RI-CHILD (1-800-742-4453). In emergency situations, call 911 first. Please refer to BPS' Child Abuse and Neglect Reporting Policy by clicking [here](#) and Barrington Public Schools Protocol for Reporting to DCYF, [[Click here](#)], for further information.

Prohibition against aiding and abetting sexual abuse and misconduct

BPS is committed to protecting all students from sexual abuse and sexual misconduct in the school setting. Therefore, in accordance with Section 8546 of the Elementary and Secondary Education Act of 1965 (ESEA), 20 U.S.C. § 7926, the purpose of this policy is to prohibit BPS staff from assisting teachers or other school employees who have engaged in sexual misconduct from obtaining new employment at another school.

All BPS employees, contractors, or agents are prohibited from providing a recommendation of employment or otherwise assisting any other school employee, contractor, or agent from obtaining new employment if the BPS employee knows or has probable cause to believe that the employment seeking school employee, contractor, or agent has engaged in unlawful sexual misconduct with a minor or student.

BPS employees are not prohibited from following routine procedures regarding the transmission of administrative or personnel files.

Exceptions:

This Policy's prohibition on providing recommendation of employment does not apply under the following circumstances:

1. the alleged misconduct has been properly reported to the appropriate law enforcement agency and any other authorities required by Federal, State, or local law; and
2. the matter has been officially closed; the employee, contractor, or agent has been acquitted or exonerated; or the relevant case or investigation remains open without an indictment or other charges having been brought within four years of the date on which the information was provided to law enforcement.



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Legal References:

20 U.S.C. § 7926

First Read: 3/29/2018

Second Read/Approval: 4/12/2018 Amended First Read:8/29/2018 Second Read/Approved:
9/6/2018



BARRINGTON PUBLIC SCHOOLS

JLI: Secure Gun Storage Notification Policy

I. PURPOSE

Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe. Research also shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of unintentional firearm injuries among children and teens. Barrington Public Schools is committed to providing a safe and secure learning environment for all students. The purpose of this policy is to provide preventative measures to increase student and school safety in relation to the threat of gun violence.

II. POLICY

Barrington Public Schools will take proactive measures to notify, inform, and educate parents/guardians and families of the importance of secure gun storage and legal obligations to protect minors from accessing irresponsibly stored guns.

Protocol

- Update student handbooks to include information about parents'/guardians' legal obligations regarding the secure storage of firearms and provided annually to students and families.
- District send information to families explaining the importance of secure gun storage and legal obligations to protect minors from accessing irresponsibly stored guns at the end of September in recognition of Suicide Prevention Awareness Month and beginning of June in recognition of National Gun Violence Prevention Month.
- District will work with local law enforcement agencies, health agencies, and nonprofits to collaborate and increase efforts to inform District families of their obligations regarding secure storage of firearms in their homes.

Reference Links:

More Schools Are Reminding Parents to Secure Their Guns

<https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Handguns-in-the-Home.aspx>

Have a gun at home? Ensure that is secure. It can save lives and is the law.

Legal Reference

Summary of State Child Access Prevention Laws Rhode Island Gun Laws – Everytown

<https://besmartforkids.org/>

First Read: July 14, 2022 Second Read: July 28, 2022



JRC: Student Data Privacy and Security Policy

The efficient collection, analysis, and storage of student information is essential to improving the quality of education provided to our students. As the use of student data has increased and technology has advanced, the need to exercise care in handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Rhode Island Educational Records Bill of Rights.

Student information is compiled and used to evaluate and improve our educational system and improve transitions from high school to postsecondary education or the workforce. This policy has been developed to ensure the proper protection of confidential student information. It is intended to provide guidance regarding the collection, access, security and use of educational data to protect student privacy.

Defined Terms

Aggregate Data is collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information (PII).

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or from a device.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; a student education unique identification; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures that are designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection

- All state and federal laws related to student privacy in the collection of student data must be followed.

Access



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- Unless prohibited by law or court order, the district/schools shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.
- The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data.
- Access to student data maintained by the district/schools shall be restricted to (1) the authorized staff of the school district who require access to perform their assigned duties; and (2) authorized employees of the Rhode Island Department of Education (RIDE) who require access to perform their assigned duties; and (3) vendors who require access to perform their assigned duties.

Security

- Physical Security and Logical Security shall be in place to protect from a Data Breach or Unauthorized Data Disclosure.
- Proper notification to individuals, students, families shall be made if there is a Data Breach or Unauthorized Data Disclosure.

Use

- Publicly released reports shall not include PII and shall use summarized student data in such a manner that re-identification of individual students is not possible.
- District/School contracts with outside vendors involving student data, including those which govern databases, online services, assessment, special education or instructional supports, shall include the following provisions to safeguard student privacy:
 - o Private vendors shall be permitted to use aggregate student data only, unless the vendor has received written permission from the parent, legal guardian, or eligible student, as applicable, to use PII, if use is within one of the exceptions set forth in FERPA.
 - o If one of the exceptions set forth under FERPA is applicable, the school district shall enter an agreement which complies with FERPA and requires the outside party to:
 - ☐ safeguard privacy and security of the data
 - ☐ restrict access to the data
 - ☐ prohibit the secondary use of data including sales, marketing or advertising
 - ☐ provide for data destruction and an associated time frame and
 - ☐ include penalties for non-compliance.



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Vendors must agree to be able to demonstrate compliance with the Child Online Privacy and Protection Act (COPPA) by either signing on to the Student Privacy Pledge or an equivalent response to inquiry.

- If the district/school chooses to define and publish directory information which includes PII, parents must be notified annually and given an opportunity to opt out of the directory.

Resources

- FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- Rhode Island Educational Records Bill of Rights:
<http://webserver.rilin.state.ri.us/Statutes/title16/16-71/16-71-3.htm>
- COPPA: <http://www.coppa.org/>
- Student Privacy Pledge: <http://studentprivacypledge.org/>

Policy Adopted 6/4/2015



KB: Protocol for Special Education Observations

Requested by Parents

This protocol is followed when a request is made by a parent to observe their child in a special education program or related services session.

- A parent submits a written request for an observation, including the reason for the observation.
- Observations for the purpose of evaluating a teacher or staff member are not permissible. Observations may only be for the purpose of better understanding a student's program or placement.
- The Principal informs the Director of Pupil Personnel of the parent request.
- The Director of Pupil Personnel and Principal reviews the request and determines if the request will be granted. The Director of Pupil Personnel will determine appropriate parameters for the observation.
- The Special Education Teacher and/or Related Service Provider is then informed by the principal of the request.
- The Principal will obtain permission from the parents of the peers who will be present during the observation.
- If permission is not granted by the parents of peers, the Director of Pupil Personnel and Principal will develop an alternative plan for the parent to observe their own child.
- The Principal will work with the parent, teacher and/or related services provider to set up a mutually agreed upon date, time and duration* for all observations.
- The school office will be informed of the date and time of observation by the Principal.
- The Principal will communicate with parents regarding the date, time and duration of the observation.
- The Principal will verbally review the District's expectation of the parent during the observation. The parent is expected to adhere to all District expectations, including, but is not limited to, remaining a silent observer, refraining from recording the observation, and complying with all parameters of the confidentiality agreement. If a parent's presence is a distraction to the learning of any student in the setting, the observation will be cut short.
- The parent must sign a confidentiality agreement before the observation.

An Administrator, Psychologist or Social Worker will greet and accompany the parent and remain present during the observation if deemed appropriate by the team.

*Observation time will be limited to an hour or less and not more than 2 sessions

2/26/2019,9/13/2024, 2/12/2026



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KBC: Communication with Media

The Barrington Public Schools recognizes the necessity of having sound and positive public relations with all news media.

School administrators and teachers are expected to cooperate with all media personnel in providing public information to the community.

It is further expected by the School Committee that students and employees must be protected from unfair media exposure.

In order to insure protection of students and employees, principals must follow the following policy in allowing media personnel in their building:

1. The media must clearly identify the purpose for which they wish to come into the school building.
2. The Central Office, i.e. the Superintendent or Assistant Superintendent, must be notified as to the arrival of the media personnel and the principal must receive approval of the project prior to the media person coming into the building.
3. The principal should be aware of the media persons throughout the visit to assure that the purpose of the visit is followed.

Policy Adopted 05/17/79



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KBCA: Parental Involvement

The School Department in compliance with Section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) agrees to implement the following statutory requirements:

- The School Department will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title 1, Part A programs, consistent with Section 1118 of the ESEA. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with Section 1118, the School Department will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.
- The School Department will incorporate this district-wide parental involvement policy into its district plan developed under Section 1112 of the ESEA.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the School Department and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the School Department plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the School Department will submit any parent comments with the plan when the School Department submits the plan to the State Department of Education.
- The School Department will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title 1, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The School Department will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition.
-

Parental involvement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;



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(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

(D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.

Legal Reference

No Child Left Behind, Title 1, Section 1118 Approved 04/05/07



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KCBA: Survey Policy

The District will comply with all laws governing student surveys or questionnaires, including but not limited to R.I.G.L. Section 16-38-5, and 45 U.S.C. 46, as may be amended from time to time.

Approved 11/05/09



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KCD: Gifts, Donations, Bequests and Memorials

The School Committee recognizes its obligation to provide a total quality educational program for all students.

Occasionally, parents, friends, and students wish to enhance or improve particular educational programs or particular buildings by providing gifts, donations, bequests, or memorials.

In order to ensure that all gifts, donations, bequests and memorials conform to the educational goals of the School Department and to ensure consistency in accepting such gifts, the School Committee sets forth the following policy:

- All gifts, donations, memorials and bequests must be approved by the Superintendent. Such approval will take into consideration the educational goals of the School Department and the operating and maintenance requirements of the gift.
- Approval must also be given by the School Committee. Once approved and accepted by the School Committee, all gifts become the property of the School Department, may not be returned without the approval of the School Committee, and are subject to the same controls and regulations as are other properties of the School Department. The School Committee shall be responsible for the maintenance of any gift it accepts.
- The School Committee shall make reasonable efforts to honor the intent of the donor in its use of the gift, but reserves the right to utilize any gift it accepts in the best interest of the educational program of the School Department. In no case shall acceptance of a gift be considered to be an endorsement by the School Committee of a commercial product or business enterprise or institution.

Approved 04/28/77 Revised 06/03/04



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KDB: Access to Public Records Policy

Pursuant to Rhode Island General Laws § 38-2-3(d), Barrington Public Schools has adopted the following procedure to help you obtain public records:

1. The designated public records officer for the Barrington Public Schools is the Superintendent. The contact for obtaining public record is the Superintendent's office located at:

283 County Road
Barrington, RI 02806
Phone: 401-245-5000
Fax: 401-245-5003

Normal business hours for the School Department are 8:00 am to 4:00 pm Monday – Friday.

2. In order to request to inspect and/or to obtain copies of documents maintained by the School Department, Barrington Public Schools requests that you complete the request form or otherwise provide a written request for records that clearly identifies the records you seek and state that your request is made pursuant to the Access to Public Records Act. A written request for public records need not be made on the form if the request is otherwise readily identifiable as a request for public records. A written request is not necessary for documents available pursuant to RI General Law 42-35-2 or other documents prepared for or readily available to the public.

3. Requests to inspect public records can be mailed, e-mailed or dropped off at Barrington Public Schools, 283 County Road, Barrington, RI 02806 and directed to the Superintendent's office.

4. There are times when the public records that you seek are not available at the time of your request. Please be advised that the Access to Public Records Act allows a public body ten (10) business days to respond and, with "good cause," may extend the time to respond by twenty (20) business days (thirty (30) business days total).

5. If after review of your request, the School Department determines that the requested records are exempt from disclosure for a reason set forth in RI General Laws 38-2-2(4)(i)(A) – (Y), the School Department reserves its right to claim such exemption.

6. If you feel that you have been denied access to public records, you have the right to file an appeal with the Attorney General. If you are still not satisfied, you may file a lawsuit in Superior Court. See RI General Law 38-2-8.

7. Barrington Public Schools is committed to providing you with public records in an expeditious and courteous manner. Approved 01/03/13



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KDE: Crisis Management Response Policy

Introduction to the District Plan

Crisis situations occur in schools. The Barrington Public Schools has developed an immediate system- wide Crisis Management Response Plan to significantly reduce disruption and minimize the impact upon students, families, staff and the community in a crisis. This plan, when implemented by trained

school and community personnel, will facilitate return to a normal school routine in the unlikely event of a crisis occurring on or near the schools. The purpose of this plan is to strike a balance between preparedness and maintaining an open and friendly environment.

The following text represents a prescribed plan for response to an emergency or other crisis in the

Barrington School District (the "District") or any individual school within the District. It is understood that the Superintendent and his/her staff at the district level and the administrators in the individual school buildings shall retain and reserve the power and discretion to revise, vary or otherwise deviate from the direction set forth below as deemed necessary in the exercise of their duties.

The Crisis Management Response Plan includes training, prevention and crisis intervention strategies. Key components of ("The District Plan") shall include:

I. Safety evaluation of physical facilities.

- A. Map of school site
- B. Security plan
- C. Signage
- D. Identification

II. Communication procedures.

- A. Prior to crisis
- B. While the crisis is occurring
- C. Once situation is stabilized
- D. Once situation is over

III. Emergency procedures.

- A. Evacuation plan
- B. Early dismissal emergency plan

IV. Crisis training. General procedures



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- A. Coordinate with other agencies
- B. Training of District personnel
- C. Parental notification

V. Media Relations

- A. Regulations
- B. Communication networks
- C. Media relations kit

VI. Transportation and Release of Students.

- A. Debriefing
- B. Counseling

VII. Roles of Selected District Staff in a School Emergency

VIII. Crisis follow up activities

- A. Decisions regarding ongoing activities
- B. Individual and group counseling
- C. Funerals and memorial services
- D. Review of relevant policies

I. Safety Evaluation of Physical Facilities

All schools within the Barrington School District shall develop a building safety/security plan including (but not restricted to) the following considerations

- A. Map of the school sites

Compile a classified site plan of the school building(s) indicating:

1. Gas lines
2. Chemical storage areas
3. Emergency alarm system
4. Electrical power hub (circuit boxes)
5. Communication hub
6. Phone locations (minimally two in non-adjacent areas).

B. Security Plan



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1. Develop an evacuation plan with primary and alternate exits
2. Designate safety zones (primary and secondary) within the building
3. Establish codes and contact persons (by specific areas within the building)
 - a. Lock-down (must secure doors and windows)
 - b. Non-pass
 - c. Fire (general evacuation)
4. Recall (if the evacuation plan has been operationalized)
5. Acquaint staff with the protocol to be followed in each type of emergency
6. Arrange regular site visitations with Police and Fire Departments to review site plans and to facilitate familiarization with building principal and designated staff members
7. Conduct periodic practice drills for emergency situations
8. Develop specific evacuation plan for the significantly disabled students
9. Develop a “buddy system” to assist in emergency situations for challenged students who are receiving instruction in inclusionary settings
10. Video camera (with taping) should be considered for the high school student parking lot and other areas
11. Insure that all shrubs and trees are trimmed to allow good line of sight
12. Insure that sufficient exterior lighting is available at all buildings
13. Efforts should be made to make all grounds surrounding building(s) accessible to security patrols and emergency vehicles
14. Maintain regular maintenance and testing of all alarm and security systems

C. Signage

1. Install welcome signs directing all visitors to enter by main entrance only and report to main office.
2. Insure that all exits are properly marked and all exit doors posted with instructions: “This door is to remain locked and all visitors are to report to the main office.” When exiting, please be sure this door is closed securely and locked
3. Install signage posting school grounds as “tobacco, alcohol, and drug-free zones”. (The District shall initiate steps to have local ordinances developed to supplement our existing school policies)
4. Continue the practice of removing graffiti within 24 hours.



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D. Identification

1. Assign all staff and student drivers parking permit stickers
1. Require all visitors and regular volunteers to sign-in and wear identification badges
2. Require proper identification of any vendors or workmen on campus
3. Issue student identification cards at secondary level

II. COMMUNICATION PROCEDURES

A. Prior to Crisis

A crisis kit shall be prepared by each school in conformity with District standards, including the following items, with a kit to be kept in each school; the Superintendent's Office and the Safety Complex:

1. Site plans of all buildings
2. Home address and phone number of each building staff and emergency contact
3. Home address and phone number of students from each building
4. Set of labels with names and addresses of students
5. Bullhorn
6. Fact sheet on each school (e.g. number of students and staff)
7. Log form for tracking events during crisis
8. Medical protocols for emergencies
9. Phone tree for each building
10. Sheet with important contacts/resources/telephone numbers for emergency medical services, state and local police, the District office, the local hospital and for beepers worn by District staff will be listed in the plan
11. Flowchart of individual responsibilities at initial stages of crisis

B. While the crisis is occurring

The Building Crisis Manager

This person and backup should be identified in advance in the building specific portion of the plan crisis policy.

1. Broadcasts appropriate codes to staff (Verbal and Non-Verbal)



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2. Each building needs to have a set of codes for various types crises, which should be reviewed with all building personnel prior to the start of the school year. Codes should be reviewed mid-year and modified, as necessary
3. Designate site supervisor consistent with type of emergency
4. Has designated office person call Superintendent's office
5. Has office staff refer calls to Superintendent's office
6. Calls appropriate community resources (Non-911), including building managers for assistance
7. Has designated person coordinate and supervise transportation service for injured persons.
8. Transmits relevant information to District Information Coordinator (Appendix

A) The Superintendent

1. Verifies crisis situation with appropriate personnel
2. Contacts the School Committee
3. Contacts the District Information Coordinator to be on standby in Superintendent's Office for preparation for statements to the Media
4. Contacts the School Legal Advisor Once the situation is stabilized

The Building Crisis Manager

1. Designates person to secure building to insure no unauthorized entry
2. Broadcasts all clear code to staff
3. Designated person addresses parental needs
4. Request police support in securing building
5. Prepares short statement of details for the Superintendent
6. Gives statement to each teacher to explain to students what has happened

The Superintendent

1. Has media liaison prepared statement for media (reviewed by legal counsel).
2. Posts information on District Web site
3. Resolves outstanding issues with crisis team.



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4. Establishes communication links with the families of victims or perpetrators under the guidance of legal counsel

The Media Liaison

1. Contacts appropriate media
2. Provides media with pertinent information once situation is over

The Building Crisis Manager

1. Prepares detailed description of what happened for Superintendent with reference tracking log form
2. Prepares form letter, reviewed by Superintendent and legal counsel, to go home in student's backpacks
3. Has designated office staff maintain records, press releases, letters, newspaper articles, etc.
4. Has designated office staff send letters of appreciation to community resources
5. Assembles crisis team members to address follow-up and review issues

III. EMERGENCY PROCEDURES

A. Evacuation/ No Pass/ Lock Down/ Safe Zones

In coordination with the District Plan, each building will develop procedures to address events described in Appendix B.

B. District Early Dismissal-Emergency Closing Plan

1. The Superintendent will make the decision at least one hour before the action is taken, after checking with the Police Chief, the Director of Public Safety Works, the Transportation Manager and/or relevant sources
2. The Superintendent notifies the principals of the early dismissal time and/or cancellation of the afternoon kindergarten
3. The Superintendent notifies major AM, FM radio and TV stations.
4. Principals will dismiss walkers, elementary through high school, at the announced early dismissal time
5. Schools will be dismissed in the following order for bus riders:
 - a. Barrington High School
 - b. Barrington Middle School
 - c. Hampden Meadows
 - d. K-3 Elementary School



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6. The District will notify parents at the beginning of each school year to make arrangements for an alternate destination for their children in the event of an early dismissal

7. In the event of a serious storm warning, parents may pick up their children as early as possible. Parents should be advised to discuss the possibility of an early dismissal with their children and the alternative arrangements they have made with friends or relatives

IV. CRISIS TRAINING

Training is an essential element of any district-wide and/or school crisis management response plan. Training shall be provided to all central office administrators, school building administrators, teachers, guidance counselors, custodians, teachers' assistants, librarians, food service staff, secretaries, clerks, athletic coaches and all other support staff. This includes temporary personnel, bus operators and monitors and volunteer personnel (the "District Personnel").

A. General Procedures

1. All District Personnel shall review and become familiar with the Barrington School District and individual building plans

1. The District shall provide emergency and crisis management training where appropriate

2. The District shall arrange periodic meetings on an annual basis, with the local government officials, including without limitation, fire and police department officials. This is to review the Plan for efficiency and to provide comment and other input to District Personnel in order to achieve the Plan's most effective implementation. Copies of the final Plan shall be provided to the local fire and police officials

3. The training procedure and devices described herein shall be reviewed and tested on an annual basis.

B. Coordination with Other Agencies

1. State and local police, fire and emergency departments shall be contacted annually to identify appropriate training programs available to the District

2. The District will contact the State Department of Education on an annual basis to solicit information for the training of District Personnel

3. The District will address whether there is a need for a mock drill

C. Training of District Personnel

1. All District Personnel shall receive appropriate training not less frequently than on an annual basis regarding their particular role in the Plan and the identity of the person(s) to whom each is to report in the case of a school or District-wide emergency. Such training shall commence not later than the second week of the school year and continue as appropriate to complete training on a timely basis



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2. The District, through the individual school administration, will assign each year emergency roles for the specific District Personnel.
3. Designated District Personnel shall be trained annually in basic crisis identification, evacuation, emergency procedures, emergency first aid, including without limitation, cardio-pulmonary resuscitation (CPR) and Heimlich Maneuver
4. All designated District Personnel shall receive training in the assistance of injured persons pending arrival of trained personnel
5. All District Personnel shall receive training in media communications during an emergency or crisis situation
6. All District Personnel, particularly teachers, shall train their students in emergency procedures, including without limitation, evacuation/ no-pass/ lock down/ and safe zones processes
7. All District Personnel shall be instructed to take their class roster with them in any evacuation
8. Designated District Personnel shall be instructed in alternate procedures and equipment for reporting emergency situations first, to the school building administrator and as appropriate to District administrators, to outside emergency services and to parents and family
9. Restraint training programs will be made available to designated District Personnel. This training shall include instruction as to the limitations of such capabilities in crisis situations and what a trained individual may be expected to do or not to do in a given situation

D. Parental Notification.

1. The District shall provide parents with notification early in each school year. These procedures are to be followed by parents, students and each individual school in responding to emergency situations. This includes canceling class activities or other early dismissal arrangements
2. Parents should be required to provide the names and other identifying information of persons who have the parents' permission to pick up their children in either an emergency or other early dismissal situation

V. MEDIA RELATIONS

The district provides access to all public information through cooperative efforts among representatives of the media and District Personnel while considering the responsibilities of both groups. The District will designate a Media Liaison to address the media in a crisis situation. The primary objective for effective media utilization is to inform the public of all relevant information during and following a school district emergency.

District staff (other than the Media Liaison) will be encouraged to keep their comments to the media consistent with verified information. The preferred approach is for staff to refer all



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inquiries to central administration. The District will attempt to keep staff up to date on the verified facts that are known and publicly available, in order to help guide individuals in their discussions with the media.

Individual staff members cannot be sanctioned in any way for discussing their perceptions of facts or policies with media or others outside the school system. There are certain internal policy meetings, however, that should be clearly identified as confidential and not subject to public discussion. This confidentiality should be clearly noted to all participants at the time of such meetings and appropriate sanctions imposed when that confidentiality is violated.

A. Regulations.

1. The Superintendent will designate a Media Liaison to work with all the media. All media requests will be directed through the liaison
2. Student interviews will not be authorized or granted on school property without school administration and parent approval. When requests for student interviews are granted, the interview will be completed with minimal loss of instructional time and interruption in the learning environment
3. No information about student names or records will be released to the media without family consent
4. Teachers and other employees may grant interviews with the media when the interview will not interrupt the employee's responsibilities or breach confidentiality
5. The school or District will establish an appropriate location for the media that will meet the requirements of both the media and school personnel
6. As soon after an emergency as reasonably possible, the Chair of the School Committee, the Superintendent, the designated Media Liaison and others will meet to establish relevant position statements on topics of likely interest to the media
7. The designated Media Liaison will prepare notes for speakers involved in news conferences and will prepare written statements for the press
8. The designated Media Liaison will prepare a fact sheet for distribution that contains relevant information about students, personnel and about the population, location, history, etc. of the crisis
9. The designated Media Liaison will provide the media personnel with media guidelines established by the school district

B. Communication Networks

1. The designated Media Liaison will frequently update district employees



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2. The District will maintain a listing of local and state-wide newspapers, radio and television stations. This list should contain the names of contact persons, telephone numbers and fax numbers. When an emergency occurs, these contacts will be notified
3. The District will maintain a listing of community leaders to provide assistance and to help disseminate information. These persons will be contacted as soon as possible after an emergency occurs

VI. TRANSPORTATION AND RELEASE OF STUDENTS

Students may have to be evacuated very rapidly from a school, perhaps requiring shelter or relocation. Administrators and/or parents may need to travel to meet with injured or stranded students in some remote location. Transportation may be needed at unusual hours. Drivers may have to be summoned quickly and dispatched to a school to take students home.

1. The District will coordinate and direct transportation services for injured persons and members of their families
2. While school is in session (prior to formal dismissal), students will be released only to parents/guardians or designated emergency contact showing proper identification. Upon direction from the Superintendent, arrangements will be made for the dismissal of all students
3. The decision to transport students in other-than-authorized school vehicles will be made by the crisis team manager, building administrator or Superintendent's office
4. Each school will designate safe holding areas for students to wait for the arrival of transportation. This area will be kept free of vehicle traffic and non-school personnel
5. School buses will have a cellular phone and first aid kit
6. The District will coordinate with the bus transportation company to arrange procedures for availability of buses and drivers during a crisis

VII. Roles of Selected District Staff in a School Emergency

The District specifies and assigns activities and tasks to each District level employee. These are to be fulfilled in any school emergency. A chain of command is in place and a chain of substitution is included for use when certain members of the emergency management team are not available during a school emergency. The role of District level employees is described in Appendix A, attached hereto, as amended from time to time. The role of building level employees is described in Appendix A, attached hereto, as amended from time to time.

VIII. Crisis Follow-Up Activities

After any significant crisis in schools resulting in injury or death, there will likely be several aspects of the event that require continued attention. These include (but are not limited to)



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individual student and staff needs, review of existing policies and communication with parents and teachers.

The crisis management team should begin to address these continuing needs when the immediate health and safety issues surrounding the crisis have been resolved. Roles for these follow-up activities should be explicitly assigned. The following categories should be addressed:

A. Decisions Regarding Ongoing Activities.

1. The crisis team should first decide whether to continue to operate after the immediate crisis has been resolved.
2. A decision to continue should be reviewed periodically during the follow-up period. Often the best course to take is no action.
3. Should the team decide to continue operating, then actions in certain areas should follow guidelines described below:

B. Individual and Group Counseling.

1. Following significant crisis in schools, students and staff may benefit from various types of counseling. The crisis team, in consultation with (District mental health, guidance personnel and outside experts, should decide whether to implement a structured system of specialized services for individuals and/ or groups.
2. Such services should be geared toward immediate relief of residual fear of anxiety and identify individuals who request or appear to require further sustained intervention. The goal is to refer these continuing services to community agencies and providers.
3. The District should arrange for short-term counseling and rely on outside services for long- term counseling with individuals or groups.
4. As part of long-term planning, the District should maintain a current list of professionals in the community with expertise in specific types of counseling relevant to the variety of crises that may occur.
5. Confidentiality procedures should be maintained.

C. Funerals and Memorial Services.

1. The School Department shall not allow funerals or memorial services to take place on school grounds.
2. There shall be neither permanent nor longstanding memorials on school grounds. A permanent remembrance may be established on school grounds by the School Committee.



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3. Individuals wishing to express their sympathy and respect should be directed to appropriate sites, a list of which will be identified and maintained by the crisis team. Families of victims should be contacted (if appropriate) to determine their wishes regarding how the general community should express their sympathy and concerns.

E. Review of Relevant Policies.

1. After any crisis and its aftermath are under control, District staff and administration should formally review relevant policies and implementation plans.
2. Staff and administration are encouraged to bring in outside expertise when conducting this review.
3. These policies should be regularly revisited in light of any events that may have occurred outside of the Barrington Schools.

APPENDIX A

Roles of Selected District Staff

The Superintendent

1. Directs all operations of the district in the management of the emergency.
2. Gathers information relating to all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
3. Assesses the emergency situation and assign tasks.
4. Maintains contact with the emergency service agencies and the law enforcement agencies working with the emergency.
5. Authorizes the release of information to the public.
6. Authorizes restarting school activities.

The Assistant Superintendent (media liaison)

1. Communicate with other schools in the district during the emergency
2. Disseminate District verified information with school and district personnel during and after the crisis
3. Coordinate contacts between the media and district personnel whose attention must be focused on the immediate problems of managing the crisis.
4. Designates hospital liaison.
5. Notify parents of students and spouses of staff who are involved in the emergency

The Director of Pupil Personnel



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1. Develop information sheet for parents, teachers, and others; information will include topics such as talking with students, signs of depression, and others relating to crisis stress.
2. Coordinate communication between the hospital and the district office.
3. Consultant on the involvement of the psychological services staff in the crisis-care effort.
4. Supervise the collection of information about those involved in the emergency.
5. Identify all injured, missing students and adults involved in the emergency.
6. Determine special medical needs that are on file with appropriate personnel.

Hospital Liaison

1. Reports to local hospital where students or adults have been sent for treatment. Disseminate District verified information to the media.
2. Meet and talk with the parents of students and the spouses of adults who have been admitted to the hospital
3. Provide basic information to media in accordance with District policy.

Director of Maintenance

1. Set up the District command center at a site designated by the superintendent.

APPENDIX B

Response to Emergency Situations

A. Building Response to Any Emergency

1. Notify 911 (if necessary) and the principal. Notify Superintendent.
2. Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in Crisis Kit.
3. Seal off high-risk area.
4. Take charge of area until incident is contained or chain of command established.
5. Assembly Crisis Team.
6. Preserve evidence. Keep detailed notes of incident.

B. Tornado

B1. Tornado Watch has been issued in an area near school:

1. Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).



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2. Bring all persons inside building(s).
3. Close windows and blinds.
4. Review drill procedures and location of safe areas. Tornado safe areas are under desks and in hallways away from windows and large rooms.
5. Review “drop and tuck” procedures with students.

B2. Tornado Warning has been issued or tornado has been spotted near school:

1. Shut off gas.
2. Move students and staff to safe area.
3. Remind teachers to take class rosters.
4. Ensure that students are in “tuck” positions.
5. Account for all students.
6. Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

C. Fire (flames, smoke, gas odor)

1. Pull fire alarm.
2. Evacuate students and staff to a safe distance outside of building. Teachers take class roster. Teachers take roll after being evacuated.
3. Follow normal fire drill route; follow alternate route if normal route is too dangerous.
4. Principal notifies police (call 911) and Superintendent. Principal or Superintendent must report incident to Fire Marshal.
5. After consulting with Superintendent, Principal may move students to the Primary relocation center if weather is inclement or building is damaged.
6. No one may reenter building(s) until entire building(s) is declared safe by local public safety officers at site.
7. Principal broadcasts all-clear students and staff of termination of emergency. Resume normal operations.

D. Radiological Incident

Rhode Island does not have a commercial Nuclear Power Plant within its borders. However, our neighboring States of Connecticut and Massachusetts do. In the event of a site emergency of some kind, appropriate warning and instruction will be broadcast over the state Emergency Alert System (EAS).



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Schools will be notified if radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.

D1. Sheltering Notification:

1. Bring all persons inside building(s).
2. Close all exterior doors and windows.
3. Turn off any ventilation leading outdoors.
4. Dispose of any food that may have been exposed to contamination
5. If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

D2. Evacuation will not be necessary in Rhode Island (distance factor):

1. State and/or local officials will notify all affected schools of a nuclear power plant emergency.
2. All precautionary actions will be announced by state officials.

Radiological Incident/Accident:

An accident or incident involving radiological materials at or near a school is quite possible. Consequently, certain precautionary actions should be taken. The three basic actions are:

Time: Minimize the amount of time near and exposed to the source. Distance: Maximize the distance away from the source.

Shielding: Maximize the amount of material (i.e. wood, concrete, earth, etc.) between the individual and radioactive source.

E. Hazardous Materials

E1. Incident occurrence in school:

1. Call 911.
 2. Notify Principal
 3. Principal notifies Superintendent.
 4. Seal off area of leak/spill.
 5. Take charge of area until fire personnel contain incident. Follow procedures for sheltering or evacuation.
 6. Notify parents if students are evacuated.
 7. Resume normal operations after consulting with fire officials.
- E2. Incident occurring near school property:



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1. Fire of Police will notify Superintendent.
2. Superintendent will notify Principal.
3. Fire officer in charge of scene will recommend shelter or evacuation actions.
4. Follow procedures for sheltering or evacuation.
5. Notify parents if students are evacuated.
6. Resume normal operations after consulting with fire officials.

F. Assault/Fights

****Defuse situation, if possible.**

1. Ensure the safety of students and staff first.
2. Call 911, if necessary.
3. Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in Crisis Kit).
4. Notify Principle who assembles Crisis Team Members.
5. Seal off area where assault took place.
6. Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involves sexual contact.

G. Weapons

G1. Staff or student who is aware of a weapon brought to school:

1. Notify principal or teacher immediately.
2. Follow district policies regarding searching or identifying presence of weapons.
3. Tell principal or teach name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
4. If teacher suspects that weapon is in classroom, he/she should confidentially notify a neighboring teacher. Teacher should not leave classroom

G2. Principal:

1. Call police if a weapon is suspected to be in school.
2. Follow district policies regarding searching or identifying presence of weapons.
3. Ask another staff member to join you in questioning suspected student or staff member.



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4. If feasible, accompany suspect to private office to wait for police; if situation warrants, isolate suspect/area until police arrive.
5. Assign person to keep detailed notes of all events, including any search that may have been conducted (including reason for search).
6. Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
7. Avoid confrontation; do not try to disarm student. Back away with your arms up. Remain calm.
8. If appropriate, implement evacuation/no pass procedures.

H. Bomb Threat

H1. Upon receiving a message that a bomb has been planted in school:

1. Use bomb threat checklist. (in each school office; see Appendix C)
2. Notify principal or designee.
3. Principal determines evacuation/no pass of all persons inside school building(s).
4. Principal notifies police (call 911) and Superintendent.

H2. Evacuation/no pass procedures:

1. Principal warns students and staff. Use appropriate codes.
2. If the decision is made to evacuate, students and staff must be moved to a safe distance (300 feet or as far as possible) outside of school building(s). After consulting with Superintendent, Principal may move students to alternate location.
3. Teachers take roll after being evacuated.
4. No one may reenter building(s) until school officials in consultation with fire or police personnel declare entire building(s) safe.
5. Principal notifies students and staff of termination of emergency. Resume normal operations.

I. Student Unrest:

1. Notify Principal
2. Principal notifies police, if necessary.
3. Contain unrest, seal off area of disturbance, if necessary move students involved in disturbance to an isolated area.



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4. Ensure the safety of students and staff first.
5. Principal notifies Superintendent.
6. Notify staff using appropriate codes. Principal may issue no-pass.
7. Shut off bells.
8. Meet with student representatives to address issues.
9. Keep students calm
10. Lock classroom doors.
11. Do not allow students outside of classroom until there is an all-clear signal from Principal
12. Make a list of students absent from classroom.
13. Document all incidents.

Policy Approved 05/18/00



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KFB: Renting Barrington Public Schools Space to Provide Private Lessons or Tutoring Policy

It is important that those with whom you contract understand that while BPS recognizes the value of educational programs outside its curriculum, it is not responsible for your services. You are an independent contractor and fully responsible for the content of lessons, rates, supervision, safety, and all other matters relating to your students. Please provide each of your students (or for those under age 18, the parents) with a copy of the notice below.

INFORMATION FOR STUDENTS AND PARENTS RECEIVING TUTORING OR PRIVATE LESSONS OR OTHER EDUCATIONAL SERVICES IN BPS FACILITIES

You have arranged for tutoring, private lessons, or other supplementary educational services with a private contractor in a Barrington Public Schools (BPS) facility. BPS does not review, endorse, supervise, or guarantee these privately provided services. BPS students do not need to take these programs in order to succeed in the regular BPS curriculum.

Your instructor is not providing you educational services as a BPS employee, even if he or she is a BPS teacher during the regular school day. Instead, your instructor is an independent contractor who provides supplementary services directly to the public. This means that instructional, financial, safety, and all other issues relating to your lessons are entirely between you and the instructor. Any claims or concerns should be raised with your instructor rather than with BPS.

BPS cannot guarantee the instructors' licensure status, content of their private tutoring, suitability for a particular child, or costs. BPS employees will not make recommendations about the relative merits of private or contract instructors. Claims or concerns about instruction provided through these private arrangements should be raised directly with the tutor, not BPS.

Building Use Request Form:

<http://www3.barringtonschools.org/BMS/resources/Documents/Facility%20Use%2011-01-12.pdf>

Note: K-5 submit to building principal and 6-12 submit to Director of Athletics.



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KG: Public Use of Facilities

The Barrington Public Schools (BPS) welcomes the use of facilities available within BPS by civic, cultural and educational organizations.

Official municipal, school, library and other governmental or quasi-governmental meeting requirements will receive first consideration in the scheduling of the available spaces within the various school buildings. The facilities are not available for private social gatherings, religious services or activities, commercial purposes, or gatherings not serving a community purpose.

All applicants for facilities use must provide a certificate of insurance and/or a lessee's indemnification agreement to receive approval.

Application forms and lessee's agreements are accessible on the BPS District Website under the

District "facilities" tab and on the School Websites under the "events or activities" tab through Google Forms. Completed applications accompanied by applicable fees and proof of insurance must be submitted prior to the meeting date.

All applicants must agree to adhere to the rules and protocols related to the use of school facilities linked here. The Superintendent is granted the discretion to interpret these policies based upon the nature of each request and special circumstances encountered in the interest of effective scheduling and use coordination.

Legal Reference Barrington Town Charter

Approved: 05/04/00

Revised: 11/01/12

First Read Amended: 8/22/2018

Second/Approved:

8/29/2018

RULES AND REGULATIONS FOR USE OF SCHOOL FACILITIES

- 1 No activity shall take place which conflicts with or disturbs any scheduled activities of the school. Preparation for use of the facilities must take place outside of regular school time.
- 2 The person(s), group or organization requesting the use of school facilities must be present during the time of usage and assume responsibility for all conditions related to that usage.
- 3 All activities must be confined to the respective portion of the building/grounds described on the reverse side of this application. A custodian must be on duty during that activity. That custodian will have no authority to grant the use of any part of the building not designated on the application.



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- 4 Arrange for the removal of unusually large or special items connected with a program within 24 hours of a function.
- 5 Provide supervising adults, as determined by the town, for each youth group under the age of 18 who may schedule a function.
- 6 Use of the kitchen requires that one of the regularly employed school cooks is present.
- 7 Furniture or any other school items may be moved only by the custodian and must have prior approval of the school principal.
- 8 Alcohol and tobacco product use is prohibited inside any part of school buildings, in parking lots and any other areas designated as school property.
- 9 No one will be allowed to enter the building until the person(s) in charge are present. The person(s) in charge must not leave the building until all participants have left the facility.
- 10 All applications for use of school facilities shall be made on this application, which may be obtained in the school administration office, at least two weeks prior to the date of use. Initial approval of the organization, however, must be voted upon by the School Committee.
- 11 The person(s), group or organization requesting the use of school facilities are responsible for notifying the local police and fire departments of their activities and are also responsible for all fees associated with hiring of personnel from these departments as may be required.
- 12 The person(s) group or organization agrees to pay all costs as billed. The billing for the use of facilities will occur after the date of usage, and the invoice will be sent to the address listed on the application. A check made payable to Barrington Public Schools shall be mailed to Barrington Public Schools, PO Box 95, Barrington, RI 02806 Attention: Accounts Payable.
- 13 The applicant must also understand that a Certificate of Insurance, with Barrington Public Schools named as additionally insured is required.
- 14 The applicant must understand that should any of the above Rules and Regulations be broken the person(s), group or organization may forfeit the opportunity for any future use of school facilities.
- 15 Barrington Public Schools reserves the right to cancel/postpone an event due to extenuating circumstances caused by weather, emergencies, etc.
- 16 The Barrington Public Schools does not provide electronic or A/V equipment for non-school functions.



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KHB: Advertising Policy

I. PURPOSE

To clarify advertising in Barrington Public Schools (BPS).

II. DEFINITIONS

BPS does not permit advertising by companies or individuals in or on school buildings, vehicles or other property, including athletic fields, or in school communications or at any school-sponsored events.

These limitations do not apply to our community partners, such as Barrington Education Foundation, Parent-Teacher Organizations, or others.

In the instances when a school-based group or club receives support from a business or individual, that business or individual's name may be listed on a published thank you but without associated logos.

Barrington Public Schools School Committee

RIGL 16-38-6

First Read: October 14, 2021

Approved: October 21, 2021



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KL: Relations Between School Personnel and the Public

School Committee members and staff shall, insofar as possible, refer persons making complaints or inquiries about the schools, its policies, and personnel to the appropriate person as described in the Administrative Organization Policy (2310 & 2320) and the Chart (2310) which show lines of primary responsibility, and shall seek to have complaints or inquiries handled according to the method described therein.

Policy Adopted 06/25/58



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KLG: 2025-2026 School Resource Officer Memorandum of Understanding Between Barrington Public Schools and the Barrington Police Department

2025-2026 School Resource Officer Memorandum of Understanding

This agreement (the "Agreement") is made by and between Barrington Public Schools (the "District") and Barrington Police Department (the "Police Department") (collectively, the "Parties"). The Chief of Police of the Police Department and the Superintendent of the District ("the Superintendent") are each a signatory to this Agreement.

Purpose

The purpose of this Agreement is to formalize and clarify the implementation of the partnership between the District and the Police Department regarding the placement of a police officer in Barrington Public Schools to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing (as outlined in Section VI below); and inform the Parties' collaborative relationship to serve the school community best.

This memorandum does not and may not be relied upon to create any substantive or procedural rights enforceable by any person in any civil or criminal matter. Modifications of this Agreement are permissible when necessary to indicate local practice, so long as they are consistent with state and federal law.

I. Mission Statement, Goals, and Objectives

The mission of the SRO is to facilitate relationship-building so that students, faculty, staff, and community members see the SRO as contributing to a positive school climate. This will be realized by supporting and fostering the safe and healthy development of all students in the District through the strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion are indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives:

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, gender expression, or socioeconomic status;
- To promote a strong partnership and communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student conduct and students in need of services; ° To ensure that school personnel and SROs have clearly defined roles in responding to student conduct and that school administrators are responsible for code of conduct and routine disciplinary violations;



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- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved; ° To provide requirements and guidance for training, including SRO training required by law and consistent with best practices and training for school personnel as to when it is appropriate to request SRO intervention; ° To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning, that can be provided upon request; and
- To offer presentations and programming to the school focusing on criminal and juvenile justice issues; community and relationship building; and prevention, health, and safety topics.

Nothing in this Agreement shall limit an officer's ability to exercise lawful authority consistent with all laws of Rhode Island.

II. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Conduct

A "school resource officer" is a duly sworn municipal police officer, or a special officer appointed by the chief of police, with all necessary training and up-to-date certificates, including special school resource officer certification and is charged with: (i) providing law enforcement; (ii) promoting school safety and security services to elementary and secondary public schools; and (iii) maintaining a positive school climate for all students, families and staff.

The Parties agree that school officials and the SRO play important and distinct roles in responding to student conduct to ensure school safety and promote a positive and supportive learning environment for all students.

The SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or principal's designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall investigate and respond to potential criminal or delinquent offenses and student conduct that require immediate intervention to maintain safety, as described below. The Parties acknowledge that many acts of student conduct that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read the student code of conduct for the District and the school and seek clarification on any questions.

The principal or principal's designee and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student conduct. In such instances, the guiding principle is whether conduct rises to the level of criminal and delinquent conduct that (1) poses substantial harm to the physical well-being of another person or (2) is willful and malicious and causes substantial harm to the property of the school or (3) constitutes the taking of property of substantial value belonging to another with intent to deprive the property owner of the property permanently. The Parties acknowledge that it may be appropriate for school administrators rather than the SRO to deal with low-level offenses, including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or



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injury to personal property. School staff shall not ask an SRO to serve as a school disciplinarian or enforcer of school regulations.

In instances of student conduct that does not require a law enforcement response, including any incident involving misconduct by a student under 12 years of age, the principal or principal's designee shall determine the appropriate disciplinary response, allowing the student to remain in school unless doing so would pose a serious safety or security risk. The principal or principal's designee should prioritize school or community-based accountability programs and services, including but not limited to, peer mediation, restorative justice, and mental health resources, whenever possible.

For student conduct that requires immediate intervention to maintain safety (whether or not the conduct involves criminal conduct), the SRO may de-escalate the immediate situation (where feasible) and protect the physical safety of school community members. To this end, school personnel may request the presence of the SRO when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel. Once the situation is stabilized, then a threat assessment should take place consistent with the Threat Assessment Policy.

In the event that the investigation of an SRO leads to the questioning of a student, the School District and the SRO shall follow the procedures outlined herein and as set forth in R.I. General Laws 5 16-21.5-1 et seq. with respect to questioning students at school or during a school-sponsored activity.

For the purpose of this MOU, "questioning" shall mean formal questioning occurring on school grounds in which the principal or principal's designee makes a student available to the SRO for questioning as a victim, suspect, or person with information concerning a suspected violation that constitutes grounds for discipline or a suspected commission of a crime. This questioning does not include ordinary, day-to-day conversations between a student and an SRO.

Questioning Students

For the purposes of this MOU, "students" shall refer to students in grades kindergarten through twelfth (12th) grade, inclusive. Before making the student available to the SRO, the principal or principal's designee shall take immediate steps to secure oral consent of the parent or guardian to permit the questioning. If the parent or guardian requests that the student not be questioned until the parent/guardian is present, then the principal or principal's designee shall not make the student available to the SRO until the parent/guardian is present.

Exigent Circumstances Necessitating Student Questioning

If an SRO reasonably believes that, due to exigent circumstances, the inability of the officer to immediately question the student will materially interfere with the ability of the SRO to conduct an investigation, then the School District and the SRO shall proceed as follows:



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In the event that any delay would significantly impede the timely apprehension of a suspect, the principal or principal's designee shall be present during the questioning and shall take immediate and continuous steps to notify the parent or guardian by telephone about the questioning, and if unsuccessful in doing so before the questioning, shall take immediate steps to notify the parent or guardian about the questioning after the questioning has been completed.

If the minor student being questioned is suspected of being a victim of child abuse or neglect, and either the principal or principal's designee or the SRO has a reasonable belief that the student would be endangered by the notification requirements set forth above, then, the principal of the school or principal's designee, shall inform the student that they have the right to select a school administrator, school counselor or school teacher who is reasonably available to be present during the questioning, as provided above.

In the event that an SRO's questioning of student concerns the commission of criminal activity by the person who would otherwise be present during the questioning pursuant to this MOU, then the principal or principal's designee shall inform the student that the student has the right to select a school administrator, school counselor, or school teacher who is reasonably available to be present during the questioning.

The School District and the SRO shall adhere to R.I. Gen. Laws 5-16-21.5-4 in the event that a student is on probation or parole and is being interviewed or otherwise contacted by a probation or parole officer in the normal course of duties of the probation or parole officer.

Except in exigent circumstances as determined by the SRO or as described herein, any questioning of a student by an SRO for any reason other than the ordinary, day-to-day conversation that is to be expected among members of a school community, shall take place in a private location, including, but not limited to, the principal's office, and may not take place in a classroom or hallway or other areas where students or others may be present.

A school official present during the questioning of a student under this section may not disclose matters discussed with the student other than to the student's parent or guardian, the student's attorney, other school officials, or a court.

Any school officer or staff member present at the questioning of the student by an SRO pursuant to this section is immune from civil or criminal liability arising from his or her participation during the questioning of the student.

The SRO shall inform the principal or principal's designee, where practicable, to facilitate supportive intervention by school staff on behalf of the student in an emergency where a student may be in immediate need of emergency medical or psychological assistance. Such intervention is appropriate when a school nurse, psychologist, or social worker is not available, and the SRO believes that failure to intervene would create a substantial likelihood of serious harm to the student, other students, and school personnel or result in destruction to school property because of mental illness or psychological trauma.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as law enforcement agents.



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To protect their roles as educators, school personnel shall assist in a criminal investigation only as witnesses or otherwise share information consistent with Section VI, except in cases of emergency. Nothing in this paragraph shall preclude the principal or principal's designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

The SRO shall consult with the principal or principal's designee before an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. A summons is the preferred method for bringing all juveniles to court unless there is reason to believe the juvenile will not appear upon a summons. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent/guardian in advance and offer them the opportunity to be present during the interview.

At least annually, it shall be the responsibility of the District to provide training and information to educators and other school staff on the distinct roles of school administration and SROs in addressing student conduct, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section X.

III. The Process for Selecting the SRO

The Parties acknowledge that selecting the SRO is important to achieving this MOU's purpose, goals, and objectives. The Parties and the school community must have a positive perception of and relationship with the SRO.

A panel consisting of BPD and BPS representatives shall assign an officer whom it believes would foster an optimal learning environment and educational community. It shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training including, but not limited to, continuing professional development in child and adolescent development, conflict resolution, and diversion strategies, de-escalation tactics, trauma-informed practices, diversity, equity, and inclusion, behavioral health and any other training.

The interview panel shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;

• Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons with physical and mental disabilities, including persons with special educational needs, persons on the autism spectrum, and persons with behavioral health challenges;

- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting; • Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights; • Knowledge of



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school safety planning and technology; ° Demonstrated commitment and ability to engage in outreach to the community;

- Knowledge of school and community resources; ° A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits, documented in annual reviews conducted under Section VII.

The interview panel shall consider actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the panel about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO with a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify the SRO 's appointing authority immediately. The appointing authority shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergencies in District schools.

IV. Annual Review of the SRO

The Chief and the Superintendent shall annually review the performance of the SRO, including the success and effectiveness in meeting the goals and objectives of this MOU. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall review feedback provided to the district.

V. Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall ensure the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO 's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO 's work. The introduction for parents shall include written information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding their school's climate as long as they are compliant with RI General Laws regarding interrogations statute.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school gatherings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to student rights training through a community partner or the District Attorney's Office, the school shall consider offering such training to students, where



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practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. The consent of the parent or guardian must be informed and in writing. The consent must designate the exact IEP or 504 Plan documents to be shared, describe the purpose for sharing the record, and authorize access to the SRO. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents and, as appropriate, take other actions to help the student, the student's family, and the SRO develop a positive relationship.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. 5 1232g) (see further information in Section VI).

VI. Information Sharing Between SROs, School Staff, and Other Partners

The Parties acknowledge the benefit of appropriate information sharing for improving students' health and safety and the importance of limits on sharing certain types of student information by school personnel. The Parties also acknowledge there are distinctions between personally identifiable information about students contained in education records and information about students not contained in such records, as well as student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

A. Points of Contact for Sharing Student Information

To facilitate prompt and clear communications, the Parties acknowledge that the principal (or principal's designee) and the SRO are the primary points of contact for sharing all types of student information following this Agreement.

B. Compliance with FERPA

At all times, school officials must comply with the Family Educational Rights and Privacy Act (20 U.S.C. 5 1232g; 34 CFR Part 99) (FERPA). These rules permit disclosing personally identifiable information about students ("Student PII") in educational records without consent under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. 5 99.31(a)(1)(i)(B) of FERPA, the SRO can qualify as a "school official" who



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can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest" as determined by the school principal. To demonstrate compliance with 34 C.F.R. 5 99.31(a)(1)(i)(B), the Parties affirm and agree to the following:

1. School safety is an institutional service for which the District would otherwise use its employees.
2. The District will only disclose to SROs Student PII in education records for purposes consistent with Sections I and II of this agreement.
3. The SRO is subject to use and re-disclosure requirements in FERPA. The SRO will use Student PII contained in education records only for the purposes described in paragraph 2 (directly above) of this section and will not re-disclose Student PII contained in education records to outside parties who are not "school officials," without consent or unless the disclosure satisfies an exception to FERPA.
4. The District will update its annual notification, required under 34 C.F.R. 5 99.37(a), to include SROs as "school officials" and to describe purposes from paragraph 2 (directly above) of this section among "legitimate educational interests" for accessing education records. If the District does not update the annual notification accordingly, the SRO 's access will be limited to education records not containing Student PII, non-education records containing Student PII, and education records containing Student PII disclosed for health and safety emergencies, as described in 34 C.F.R. 5599.31(10), 99.36.

Consistent with 34 C.F.R. 55 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records "in connection with an emergency if knowledge of the Student PII is necessary to protect the health or safety of the student or other individuals."

FERPA applies only to Student PII in education records. These rules do not apply to Student PII contained in records of a Law Enforcement Unit or to communications or conversations about what school staff have observed or derived from sources other than education records.

In addition to FERPA, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including, as applicable, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and other rules that protect data privacy. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information only where required or allowed under this Agreement, and not to disclose such information beyond what is contemplated in this Agreement unless required by state or federal law. The Parties shall not collect or disclose information on a student's immigration status except as required by law.

C. Disclosure to a Law Enforcement Officer or Agency

School department personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial

channels, including, but not limited to, text, phone, email, database and in-person communication, or any other database or system designed to track gang affiliation or



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involvement, any information relating to a student or a student's family member from its databases and other record-keeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) to complete a report under section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent, or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) to file a weapon report with the local chief of police according to this section.

D. Information Sharing by School Personnel

1. For Law Enforcement Purposes

Where the principal or principal's designee learns of conduct by a student for which a law enforcement response may be appropriate (as described in Section II), the principal should inform the SRO. If a teacher has information related to such conduct, the teacher should communicate such information to the principal or the principal's designee. The Parties agree that the sharing of such information does not necessarily require a law enforcement response on the part of the SRO but shall instead prompt a careful consideration of whether the conduct is best addressed by law enforcement action, by a school disciplinary response, or by other alternative school-based methods that may include but are not limited to restorative practices, positive behavior interventions and supports, mediation, conflict resolution, and other evidence-based strategies.

Notwithstanding the preceding, if student information is obtained solely during communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others).

The Parties acknowledge that there may be circumstances in which parents or guardians consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that sharing information under such circumstances does not violate this Agreement.

The Parties also acknowledge that an emergency may occasionally pose a real, substantial, and immediate threat to human safety or property with the risk of substantial damage. Knowing of any such emergency, school personnel should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or principal's designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or principal's designee from reporting possible criminal conduct by a person who is not a student.

2. For Non-Law Enforcement Purposes



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Based on their integration as part of the school community, SROs may periodically require access to student information for purposes outside of the SRO's law enforcement role outlined in Section II.

Student information received by the SRO (or other Police Department employee identified in Section VI.A.) unrelated to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student. Still, it may connect a student or family with services or other supports. Before such a disclosure, whenever possible, the principal or principal's designee shall notify the student's parent/guardian, the student, or both when such information will be shared with the SRO.

E. Information Sharing by the SRO with the Principal or Principal's Designee

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or principal's designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, the SRO's perception that a student may be in immediate need of emergency medical or psychological assistance, or a student's voluntary participation in any diversion or restorative justice program if

- The activity involves criminal or delinquent conduct that poses a (present or future) threat of harm to the physical well-being of the student, other students or school personnel, or school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because the SRO may be aware of a situation outside of school suggesting the student may benefit from supportive services in school).

When the SRO observes or learns of student conduct in school for which a law enforcement response is appropriate (as described in Section II), the SRO shall convey to the principal or principal's designee as soon as reasonably possible the fact of that conduct and where practicable the nature of the intended law enforcement response.

VII. Organizational Structure, including Supervision of SROs, Lines of Communication between the School District and Police Department, and Complaint Resolution

The SRO is first and foremost a law enforcement officer for the Town of Barrington. The SRO shall be responsible for carrying out all duties and responsibilities of a law enforcement officer and shall remain at all times under the control of the Police Department's chain of command and of the town. All acts of commission or omission shall conform to the guidelines of the town and Police Department.

To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal or principal's designee and any other school officials identified in Section VI.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section VI.D.

Barrington Public Schools and the Barrington Police Department shall cover the salary and benefits of the SRO. The costs of the training required by this Agreement and any other



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training or professional development shall be paid by Barrington Public Schools and the Barrington Police Department.

The District will make available office space at BHS, with appropriate furniture, phone, computer access, and video monitoring access.

VIII. Training for SROs

The Barrington Police Department shall provide training for SROs, including but not limited to:

- (i) how legal standards regarding police interaction and arrest procedures differ for juveniles compared to adults;
- (ii) child and adolescent cognitive development, which shall include instruction on common child and adolescent behaviors, actions and reactions as well as the impact of trauma, mental illness, behavioral addictions such as gaming and gambling disorder, and developmental disabilities on child and adolescent development and behavior;
- (iii) engagement and de-escalation tactics that are specifically effective with youth; and (iv) strategies for resolving conflict and diverting youth instead of making an arrest.

Such program shall also include training related to

- (i) hate crime identification and prevention training curriculum including the acquisition of practical skills to prevent, respond to, and investigate hate crimes and hate incidents and their impact on victim communities;
- (ii) anti-bias, anti-racism, and anti-harassment strategies;
- (iii) identification of youth at risk of or who are being commercially sexually exploited; (iv) bullying and cyberbullying; and
- (v) helping school resource officers interact effectively with school personnel and victim communities and building public confidence with cooperation with law enforcement agencies.
- (vi) FERPA
- (vii) Title IX

Additional areas for continuing professional development may include:

- Restorative justice practices
 - Cultural competency in religious practices, clothing preferences, identity, and other areas
- Positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships • Relationship building and positive youth development



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- Understanding and protecting civil rights in schools
- Special education law ° Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning.

The SRO shall attend a minimum of 12 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO 's role and the issues encountered by the SRO.

IX. Data Collection and Reporting

"Annually, not later than August 1, the superintendent shall report to the school committee: (i) the cost to the school district of assigning a school resource officer; (ii) a description of the proposed budget for mental, social or emotional health support personnel for the school; and (iii) the number of school-based arrests, citations and court referrals made in the previous year disaggregated as required by the department of elementary and secondary education."

X. Accompanying Standard Operating Procedures

The Chief shall establish operating procedures to guide SROs about daily operations, policies, and procedures in consultation with the Superintendent. At a minimum, the operating procedures as established by the Chief shall describe the following for the SRO and shall be consistent with this Agreement:

1. the school resource officer uniform;
2. use of police force, arrest, citation, and court referral on school property;
3. a statement and description of students' legal rights, including the process for searching and questioning students and circumstances requiring notification to and presence of parents and administrators;
4. chain of command, including delineating to whom the SRO reports and how school administrators and the SRO work together;
5. performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
6. protocols for diverting and referring at-risk students to school and community-based supports and providers; and
7. information sharing between the SRO, school staff, and parents or

guardians. XI. Effective Date, Duration, Applicability, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually before the start of the school year. This Agreement remains in full force and effect until amended or until either of the Parties withdraws from this Agreement by delivering written notification to the other Party.



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Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The District or school shall annually file the Agreement with the Department of Elementary and Secondary Education. The Parties shall also provide this Agreement to the SRO, the principals of any schools where the SRO will work, and any other individuals they deem relevant or who request it.



Robert Q. Mitchell
oct 11

Name: Superintendent of

Schools Date: 11/10/25

W. Z.

Name: Chief of Police Date: 10-22-25

**Between the Barrington Police Department and
Barrington Public School Department**

