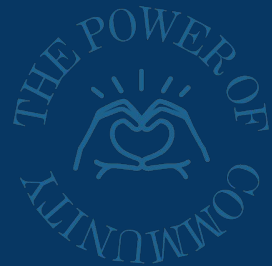


Welcome To Open House

...

2023-2024



Agenda

5:30-5:45 Opening Remarks in the Cafeteria

5:45-5:55 Advisory
Transition

6:00 - 6:10 Period 1
Transition

6:15-6:25 Period 2
Transition

6:30-6:40 Period 3
Transition

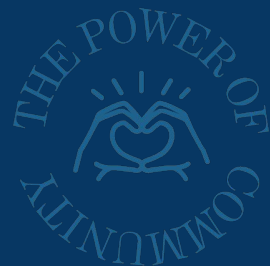
6:45 -6:50 Period 4
Transition

6:55-7:05 Period 5
Transition

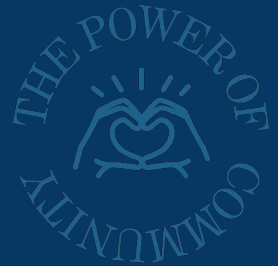
7:10-7:15 Period 6

7:25-7:30 Dismissal

6:00-7:30 Chromebook Money Collection in the Main Office



INTRODUCTIONS



MEET THE ADMIN TEAM

Principal: Lisa Sleboda

Assistant Principal of Teaching & Learning: Angela Pomarole

Assistant Principal of Special Education: Damian Sugrue

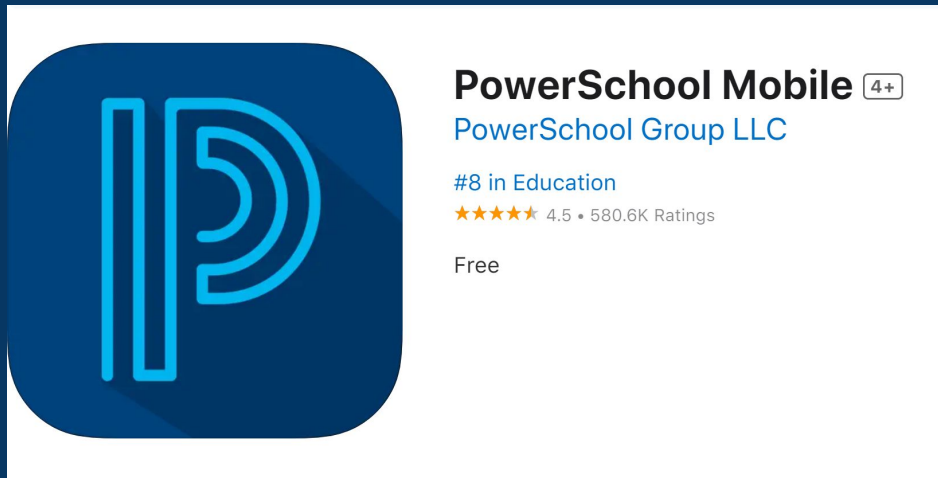
Dean Of Culture & Climate: Daniel Trowers

Assistant Dean Of Culture & Climate: Rick Brown

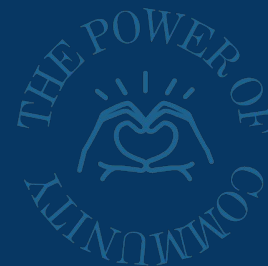
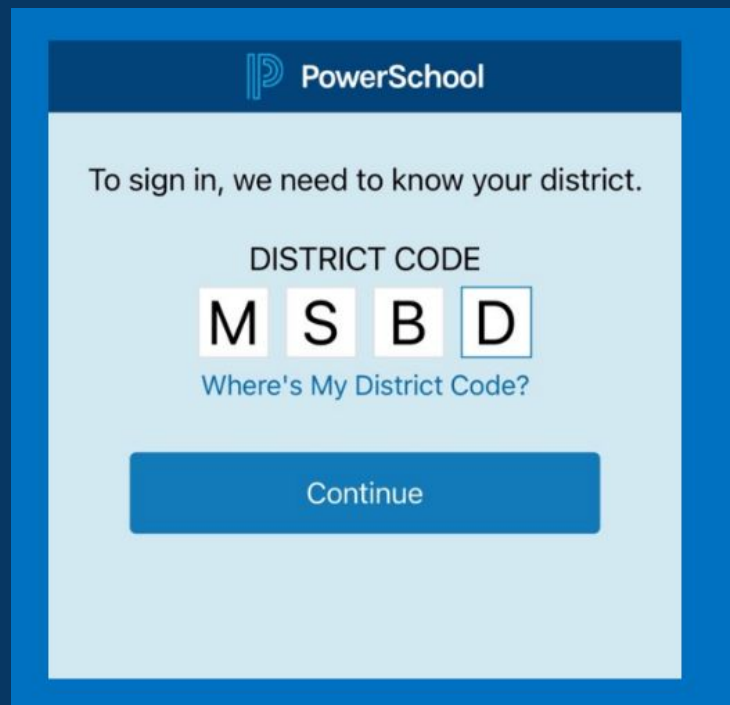
Main Office Staff: Sue O'Brien & Lisa Devine



PowerSchool App



- Grades
- Attendance
- Schedule



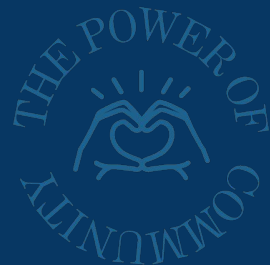
SCHEDULE

- 6 Classes per day
- Alternating days (A/B)
- 4 Core classes
 - Math
 - Science
 - ELA
 - Social Studies
- Daily Advisory
- Exploratories
 - 6 & 7: Art, Band, Chorus, Music, Wellness, Math Lab, Reading, Computers, Virtual Lab
 - 8: Art, Band, Chorus, Music, Wellness, Reading, Virtual Lab, Geometry, Engineering

Day	Terms			1	2	3	4	5	6	ADV
A	23-24	S1	T1	Math 6 6200.7 Dallaire, Anne-Marie Room: 106 1(A-B) 23-24	Chorus 6 6801.1 Condakes, Elias S Room: CHORUS 2(A) 23-24	Science 6 6300.7 Mroz-Gondre, Janece K Room: 105 3(A-B) 23-24	English 6 6000.7 Seibert, Brian S Room: 103 4(A-B) 23-24	Math Lab 6 6201.5 Skolski, Jessica Ruth Room: 108 5(A) 23-24	Social Studies 6 6100.7 Sullivan, Vicki E Room: 104 6(A-B) 23-24	Advisory 6 6932.7 Dallaire, Anne-Marie Room: 106 ADV(A-B) 23-24
				Math 6 6200.7 Dallaire, Anne-Marie Room: 106 1(A-B) 23-24	Wellness 6 6950.12 Harjula, Gregory Evan Room: GYM 2(B) S1	Science 6 6300.7 Mroz-Gondre, Janece K Room: 105 3(A-B) 23-24	English 6 6000.7 Seibert, Brian S Room: 103 4(A-B) 23-24	Computer 6 6703.6 Carlson, Lee Richard Room: Lab 100 5(B) 23-24	Social Studies 6 6100.7 Sullivan, Vicki E Room: 104 6(A-B) 23-24	Advisory 6 6932.7 Dallaire, Anne-Marie Room: 106 ADV(A-B) 23-24

i-READY

- September, January, June
- i-Ready scores are used to determine math and ELA class placement
- i-Ready scores are used to determine Math Lab and Reading Intervention Classes



Randolph Public Schools District will make digital devices available to all students for use during the 2023-2024 school year. All students, in grades 2-12, who will be using a school issued Chromebook are required to pay a fee of \$30 to the school. This requirement is a policy set by the School Board. The fee covers set-up, support, and one repair. Lost devices are not covered and in such a case the student is required to pay the full replacement cost for the device. A device that has multiple parts broken will have the most expensive part covered and the student will be responsible to pay for the remainder of the repair. Students needing a replacement charger will also have this need covered by the Tech Fee. If a student's device is broken and / or charger is lost a second time they will be required to pay for the cost of the part to have the device repaired. Most repairs are broken screens, keyboard, touchpads, and hinges. Parts cost is as follows:

- Chromebook Charger: \$43
- Chromebook Keyboard & Touchpad: \$40
- Chromebook Screen: \$32
- Chromebook Hinges: \$8

Please note that the District does not support the use of student's personal devices and does not authorize their connection to the school's network.

We accept cash, money order, or bank check as forms of payment for a district device.

No personal checks will be accepted.

Thank you in advance for your cooperation



Drop off:

- Enter the campus at the southern entrance off of High Street.
- Bear left to stay out of the bus drop off area (highlighted black line).
- Pull to the right to drop students off preferably at the sidewalk near the tennis courts, or along the grass berm.
- Do not stop, park or drop off on the left side of the access road as this is a fire lane and stopping on this side creates an unsafe situation for children who must cross in front of oncoming traffic.
- Remain patient and courteous to other drivers. Car lane (the red line)

Pick up:

- Enter the campus at the southern entrance off of High Street.
- Park along the right side of the access road along the berm and along the sidewalk near the tennis courts.
- Do not stop or park along the left side of the access road.
- Once your child enters your vehicle, exit the end of the lot/access road.



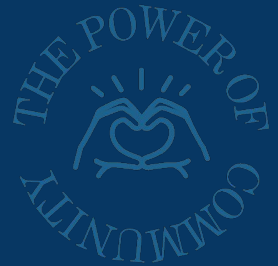
Students may be dropped off between 7:15 and 7:30.

School starts at 7:30.

Students are dismissed at 2:30 and should be picked up by 2:45 unless they are staying after school.



CULTURE & CLIMATE



PROGRESSIVE DISCIPLINE & RESTORATIVE PRACTICES

Keep in mind you are the one that sets the tone in your classroom. By putting in the time to handle Tier 1 issues early in the year, you are showing students that you are the authority figure in the classroom.

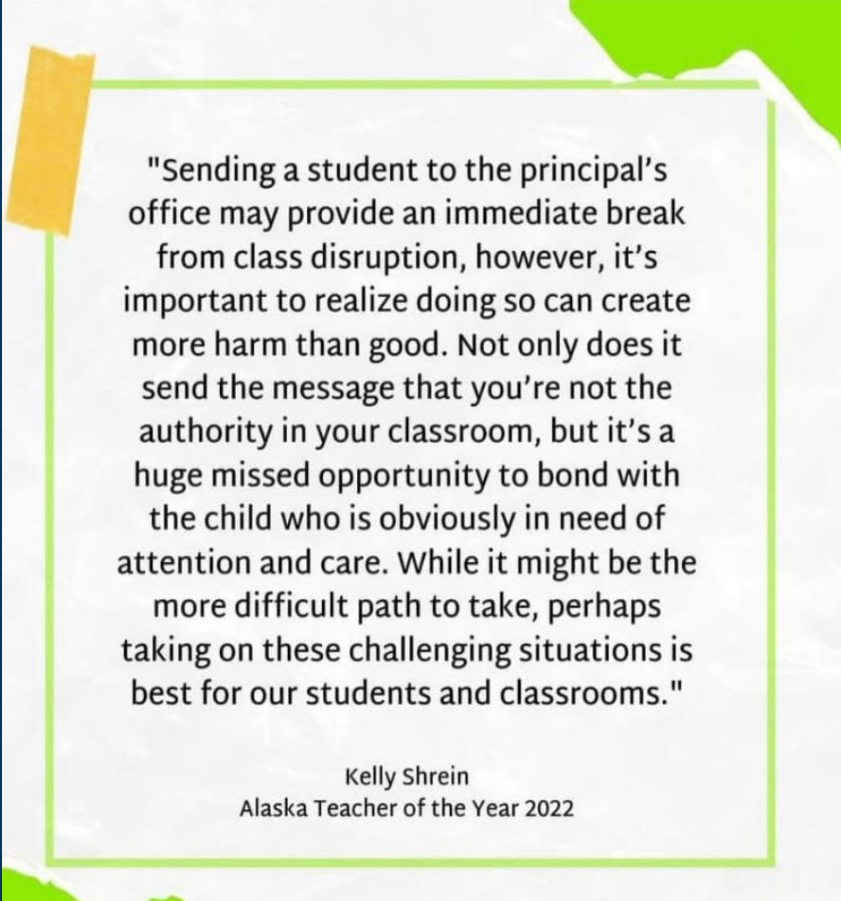
- 1st trip to Dean's office- Reflection worksheet & Warning
- 2nd trip to Dean's office- Lunch Detention
- 3rd trip to Dean's office- Call home & After school detention
- 4th trip to Dean's office- Possible in school suspension

37H and 37H ½ = suspension; expulsion

- (a) possession of a dangerous weapon
- (b) possession of a controlled substance;
- (c) assault on a member of the educational staff
- (d) a felony charge or felony delinquency complaint or conviction

37H ¾ Code of Conduct Violations = Alternatives to suspension which may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

Rethinking Discipline Initiative



"Sending a student to the principal's office may provide an immediate break from class disruption, however, it's important to realize doing so can create more harm than good. Not only does it send the message that you're not the authority in your classroom, but it's a huge missed opportunity to bond with the child who is obviously in need of attention and care. While it might be the more difficult path to take, perhaps taking on these challenging situations is best for our students and classrooms."

Kelly Shrein
Alaska Teacher of the Year 2022

PASSES

- Teachers must call the nurse prior to sending a student down (Emergencies only)
- Students must sign out of the class
- Multi-stall bathroom breaks:
 - 7:15-7:45
 - 9:00-10:00
 - ALL LUNCHES
 - 1:00-2:00
- Other times
 - 1 student out of class at a time
 - Single stall bathrooms in Nurse and Main Office



ELECTRONIC DEVICE POLICY

- Electronic Devices include but not limited to: cell phones, Apple Watches with cell phone service, wireless speakers, AirPods/wireless headphones
- Devices must remain in a bookbag during school. Bookbags stay in lockers. No cell phone usage is allowed during the school day.
- If they have an emergency and need to contact a parent, they can make an emergency call in the main office



DRESS CODE

- No hoodies, hats, durags, or scarves are allowed on in the building at any time
- No inappropriate or offensive imagery or wording
- No revealing clothing for all genders
- No blankets
- Shoes must be worn, no slippers due to safety reasons
- 1st- Student will get a t-shirt
- 2nd- Call parent to bring up appropriate clothing
- If staff sees a student in questionable attire, please contact the Deans



Regular and Consistent Celebrations

Timeline	Event
Friday before Halloween	Harvest Dance School Spirit theme Avoid costumes due to dress code violations 3:00 - 6:00pm cafeteria
Friday before Thanksgiving November 18th	Movie Night 3:00 - 5:00
Friday before February Vacation	Movie Night 3:00 - 5:00 cafeteria
June TBD Week of Moving Up Ceremonies	8th Grade Dance cafeteria
Last week of school	Multicultural Festival
Last week of school	Field Day
Quarterly Awards Ceremonies	Two weeks after each quarter end By Grade level
Randolph Reads at RCMS	Included in quarterly awards

RCMS CLUBS

- If you sign up for a club, you should plan to attend every week.
- Please arrange for transportation home after.
- Clubs need a minimum of 5 students to run

MATH CLUB

Math Club is new this year. We will be doing activities, games, and monthly challenges. Come have some fun with us! We will meet on Tuesdays after school.

Advisors: Ms Catto & Mr Woods

CHESS & GAMES

Students can apply their creative and competitive interests while developing skills like logic and critical thinking. Learn the basics of chess and other games, to expand game-based skills with their peers

Advisors: Mr RC

YEARBOOK

Help plan and develop the school yearbook!

Advisor: Ms Matta & Mrs Kennedy

SCHOOL NEWSPAPER

Students will work together to put together a newspaper that highlights what is happening at RCMS and the Randolph community.

Advisor: Mrs Harrison

GIRLS WHO CODE

For those RCMS students who want to join a sisterhood of supportive peers and role models using computer science to change the world. The GWC club takes place Monday after school. Learn how to use code to change the world!

Advisor: Mrs Milstein

SPRING TRACK

A great opportunity for students to develop a love for running. We focus on sprints and shorter distances, as well as building endurance. We culminate the season competing at the BAA Relay Challenge in Boston.

Advisors: Ms Simmons & Ms Seseske

VOLLEYBALL

This program will practice one day per week, focusing on developing fundamental volleyball skills, understanding positions, and teamwork.

Advisor: Ms Sampson & Mrs Milstein

CHEERLEADING

Cheerleading is a team-based, performance sport that is athletic, artistic and aerobic. The purpose of the squad is to promote and support the school's athletic teams and help the team and fans energetic at games. Students must try out.

Meets Tuesday & Thursday from 2:40-4:00 and basketball home games.

Advisor: Ms Damon

GSA

GSA is a safe space for students to meet, provide support to one another and discuss issues related to sexual orientation and gender identity and expression.

Meets 2 Mondays per month.

Advisors: Ms Whoooley & Ms Byrne

10 REASONS WHY YOU SHOULD JOIN A STUDENT ORGANIZATION:

- You'll learn about yourself
- You gain a sense of community
- You can use your voice
- You'll develop new skills
- You'll work with a team
- You will use the skills you learned in class
- You will engage with a diverse group of people
- You'll gain leadership skills
- You can explore new interests
- You get to have fun!

GIRLS SOCCER

Try outs Tuesday, Sept. 12th for 7th & 8th graders Monday, Sept. 11th soccer for 6th grade only.

Coaches: Ms Collins & Ms Dallaire

STUDENT COUNCIL

The purpose of the student council is to give students an opportunity to develop leadership skills by representing and voicing student ideas and concerns, and organizing/carrying out spirit and cultural activities for the school community.

Advisors: Ms Damon & Ms Ohmior

MORNING SHOW

Morning show meets Thursdays from 2:30 to 3:30, the first club meeting will be Sept. 21. Announcements meet before advisory and are welcome to come Thursday too.

Advisors: Ms Ohmior & Mrs Milstein

BOYS SOCCER

Try outs Tuesday, Sept. 12th for 7th & 8th graders Monday, Sept. 11th soccer for 6th grade only.

MULTICULTURAL CLUB

The MC club promotes a welcoming community, raises cultural awareness, acceptance and inclusion to encourage students to thrive. This Club provides a space for the members to host Community Outreach Programs while having FUN Join us on the 1st and 3rd Monday of the month after school in Room 208

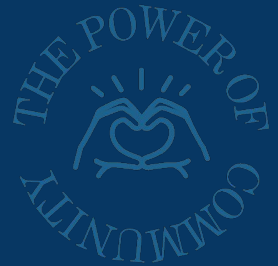
Advisor: Ms Apple

BOYS AND GIRLS CLUB

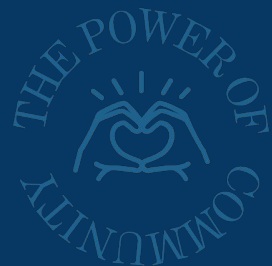
Students will come together to share experiences, discuss issues of common interest, and learn new ideas and skills. Girls club meets Monday after school Boys club meets Wednesday after school

Advisor: Ms Forbes

The Power of Community



Who benefits from effective
family-school-community
partnerships and how?



According to the research...

- ❑ **Students** enjoy higher grades, better engagement and attendance at school, greater self-esteem, and higher rates of graduation and college/ post-secondary enrollment.
- ❑ **Educators** have increased job satisfaction, greater success in motivating and engaging with students from different backgrounds, more support from families, and an improved mindset about students and families.
- ❑ **Families** enjoy stronger relationships with their children, better rapport with educators, and that can navigate their school systems, advocate for their children, and feel less isolated.
- ❑ **Schools** because of improved staff morale and school climate, greater retention of teachers, and more support from the broader community.
- ❑ **School districts and communities**, which become better places to live and raise children in, have students with fewer suspensions and high-risk behaviors, greater participation in afterschool programs, and expanded family and youth involvement in decision-making.



4 Versions of Family School Partnerships



Partnership School: All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds

Open Door School: Parents can be involved at our school in many ways— we’re working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.

Come If We Call School: Parents are welcome when we ask them, but there’s only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.

Fortress School: Parents belong at home, not at school. If students don’t do well, it’s because their families don’t give them enough support. We’re already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.



Live Poll...

RCMS is a

- Partnership School
- Open Door School
- Come if We Call School
- Fortress School

Participants can join:

- At slido.com with #1672418
- With this [link](#)
- With this QR Code



According to RCMS Families...

RCMS is a:

63 

Partnership School



63%

Open Door School



17%

Come If We Call School



14%

Fortress School



5%

According to RCMS Staff....

RCMS is a

Come If We Call School



Open Door School



Fortress School



Partnership School



4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-if-We-Call School	Fortress School
All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.	Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.	Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.	Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.
<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Family center is always open, full of interesting materials to borrow Home visits are made to every new family Activities honor families' contributions Building is open to community use & social services are available to families 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Teachers contact families once a year Parent coordinator is available if families have questions or need help Office staff are friendly Staff contact community agencies & organizations when help is needed 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" Staff are very selective about who comes into the school 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Families do not "bother" school staff "Minority families don't value education" Parents need security clearance to come in It is important to keep community influences out of the school
<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> All family activities connect to what students are learning Parents & teachers look at student work & test results together Community groups offer tutoring & homework programs at the school Students' work goes home every week, with a scoring guide 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Teachers explain test scores if asked Folders of student work go home occasionally School holds curriculum nights 3 or 4 times a year Staff let families know about out-of-school classes in the community 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Parents are told what students will be learning at the fall open house Parents can call the office to get teacher-recorded messages about homework Workshops are offered on parenting 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask for it" "We're teachers, not social workers"
<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Translators are readily available Teachers use books & materials about families' cultures PTA/PTO includes all families Local groups help staff reach families 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be" 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "Those parents need to learn English" "We teach about our country—that's what those parents need to know" "This neighborhood is going downhill"
<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> There is a clear open process for resolving problems Teachers contact families each month to discuss student progress Student-led parent-teacher conferences are held 3 times a year for 30 minutes 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Principal will meet with parents to discuss a problem Regular progress reports go to parents, but test data can be hard to understand Parent-teacher conferences are held twice a year 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> School calls families when children have problems Families visit school on report card pick up day & can see a teacher if they call first 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents & teachers research issues such as prejudice & tracking Parent group is focused on improving student achievement Families are involved in all major decisions Parents can use the school's phone, copier, fax, & computers Staff work with local organizers to improve the school & the neighborhood 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents can raise issues at PTA/PTO meetings or see the principal Parent group sets its own agenda & raises money for the school Resource center for low-income families is housed in a portable classroom next to the school PTA/PTO officers can use the school office A community representative sits on the school council 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal picks a small group of "cooperative parents" to help out Families are afraid to complain. "They might take it out on my kid" "Community groups should mind their own business; they don't know about education."



Anne T. Henderson, Vivian Johnson,
Karen L. Mapp, and Don Davies

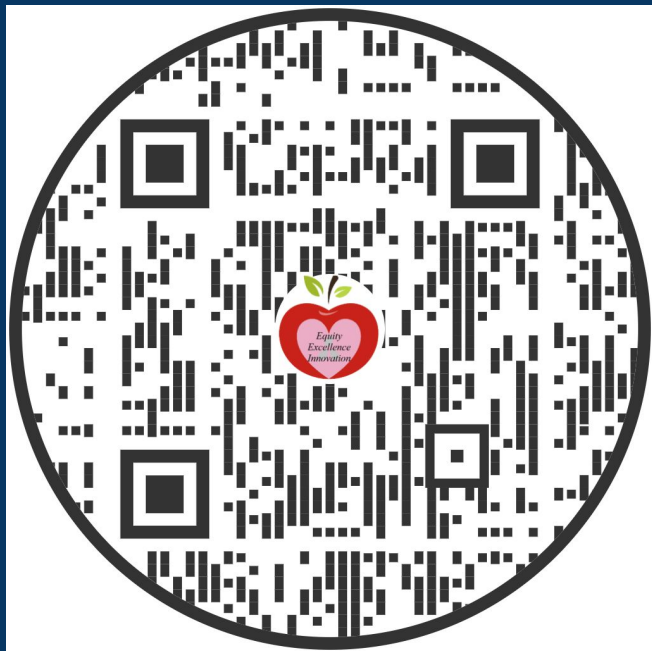
Improving Our Schools, One
Family at a Time



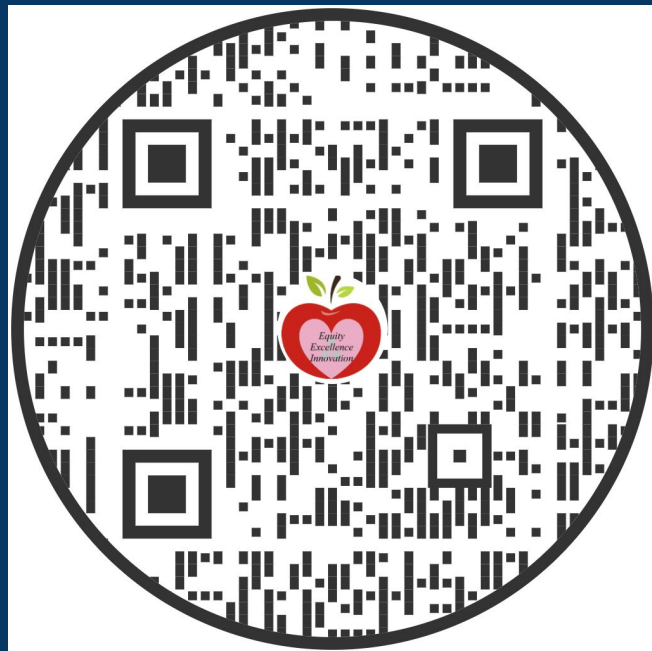
Family Partnership Opportunities

First Site Council Meeting Oct 12th 3-4 in person

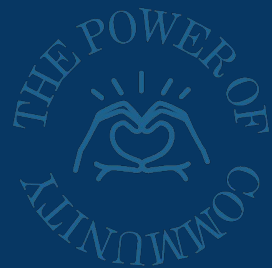
Site Council Info & QR Code



PTO Info & QR Code



THANK
YOU



The End

