

Pittsfield Elementary School
Student and Family Handbook
2023-2024



Pittsfield Elementary School

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Pittsfield School District



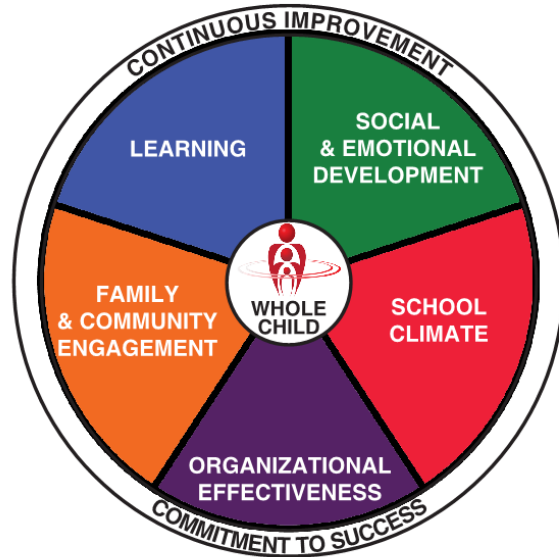
VISION:

We are a public school district that graduates engaged learners in preparation for confident and competent citizenship.

MISSION:

We seek to help our learners become actively engaged in their learning through practices that:

- Demonstrate acceptance and respect of individual differences (respect)
- Support all learners (equity)
- Prioritize active, hands-on, real-world transferable learning experiences (authenticity)
- Provide options for goal achievement (personalization)
- Partner with families and community (collaboration)
- Recognize the necessity of continuous improvement (high standards)
- Maximize available resources (prudence)
- Celebrate success (recognition)



LEARNING

As actively engaged owners of their learning, our students are fully supported in their development of knowledge, skills, and talents necessary for post-secondary success in families, communities, and workplaces.

SOCIAL & EMOTIONAL DEVELOPMENT

Our students are provided with readily accessible supports for social and emotional development that enhance their current school experiences and prepare them for future success.

SCHOOL CLIMATE

All members of our school community feel safe, respected, and valued within a positive, friendly learning environment.

ORGANIZATIONAL EFFECTIVENESS

Systems are well-defined, highly efficient, and maximized by the school community in support of rigorous student learning.

FAMILY & COMMUNITY ENGAGEMENT

The district is committed to creating and sustaining school and district cultures that welcome, invite, and promote family and community partnerships to the benefit of student learning.

Acceptable Use:

The Pittsfield School District supports the use of technology, such as one to one devices (for example - iPads) as a way to offer support to students who may in turn access global resources via digital connectivity to enhance the opportunities for success of all our students. Please see the Acceptable Internet Use Policy (EGA) for further information.

[Reference Policy EGA](#)

Accidents and Emergencies:

Despite our best efforts to provide a safe, healthy environment for children and adults, accidents occasionally occur. When accidents take place, the supervising adult and our school nurse provide immediate and appropriate emergency attention. For this reason, please make sure that contact information is correct in the office.

In the event of serious injury, every effort is made to contact parents/guardians to inform and advise regarding the accident and to allow parents/guardians to make plans for further medical treatment or transportation, if required.

Animals:

Due to potential health and safety concerns, animals are not regularly permitted in our school building. With permission from the principal, an animal will be permitted in the building.

Arrival at School:

To allow for adequate supervision and to ensure safety, children who do not ride a school bus to school or who are scheduled for an early morning academic program are requested to arrive no earlier than 7:45 a.m. Our "official" school day begins at 8:00 a.m. with morning meetings in each of our classrooms.

All bus students will be dropped off in front of the school building. All other students (walkers and car riders) will enter through the front door.

Children who arrive after 8:00 a.m. cause an interruption to the learning of others and are considered "tardy." Tardy children who arrive at school after classmates have entered the school building for the day must report to the school office to check in and obtain a "late pass" prior to reporting to their classrooms.

Assignment of Children to Classes:

The assignment of a child to a class represents an important decision in the child's school life. Placement decisions are made on an individual basis and are the responsibility of the educational team. This process may also include consultation with parents/guardians and staff. Of course, the needs of class groups are also considered; our classes are intended to be heterogeneous (diverse) in nature and of approximately equal numbers of children across a grade level.

Parents/guardians of children new to our school, both kindergarteners and transfers, are asked to complete all application materials and to schedule an interview with our Principal prior to class placement. Following verification that the child is qualified to attend our school and following the interview, the child is assigned to a class. Typically, a twenty-four hour notice period following the interview is required prior to the start of school to allow the receiving teacher adequate time to prepare for the integration of the new entry into his/her class.

In reconfiguring our classes for subsequent school years, classroom teachers make placement recommendations to the Principal. Parents/Guardians are encouraged to share their perspectives on school placement but are requested not to make specific teacher placement requests as such requests cannot be honored. A questionnaire is distributed to all parents/guardians each spring to provide a common format for the sharing of parents/guardians observations.

We recognize that parents/guardians and teachers may not always agree on the best class placement for each child; however, we assure parents/guardians that each child's best interests are considered when making class assignments.

Attendance, Absence and Truancy:

Regular school attendance is essential for continuous learning and academic success. New Hampshire law (RSA 193:1) requires that parents/guardians ensure regular school attendance of all children between the ages of six and eighteen years.

A state law (RSA 189:34) adopted in July of 2010 defines truancy as ten half days (five full days) of unexcused absences during a school year. The Pittsfield School District revised Policy JH in accordance with the law and determined the following excused absences:

1. Illness;
2. Recovery from an accident;
3. Required court attendance;
4. Medical and dental appointments;
5. Death in the immediate family;
6. Observation or celebration of a bona fide religious holiday
7. Such other good cause as may be acceptable to the Assistant Principal or permitted by law;

Absences of more than 3 consecutive days must have medical documentation to be considered excused. Any absence that has not been excused for any of these reasons will be considered an unexcused absence. A documented illness is determined with the recommendation from a physician or medical practice. Ongoing medical conditions, such as asthma, should be documented in the nurse's office. Absences due on-going medical conditions are considered documented and do not need multiple verifications from a doctor or medical practice.

Any absence that has not been excused for any of the above reasons will be considered an unexcused absence which includes:

1. Work
2. Car or transportation problems (excluding a late bus)
3. Non-medical appointments
4. Providing child care
5. Family vacations - unless the vacation has educational value and has been pre-approved by the Assistant Principal

When a student is identified as habitually truant or is in danger of becoming habitually truant (five unexcused absences), the Assistant Principal will commence an intervention plan with the student, parents/guardians, and other staff members as deemed necessary.

In the event that a child will be absent from school due to illness or other legal reason, parents/guardians are requested to call the school office at (603)435-8432 by 8:30 a.m. on the day of absence or as early as possible when such an absence is known about in advance. The purpose of this call is to ensure student safety as well as communicate the reason for absence. Notice may be provided outside of regular school hours by leaving a voicemail message.

In the event that notice is not provided, our office staff will make every effort to reach the parent/guardian - either at work or at home - to ensure that the absent child is safe. When a student is absent and no parent/guardian calls or returns a call from the school, the absence will be considered unexcused.

Reference Policy JH

Behavior Expectations. PES takes a proactive approach to school-wide discipline, based on the Responsive Classroom approach and Positive Behavioral Intervention Supports (P.B.I.S). Both hold, as a central tenet, the use of respectful, nonpunitive strategies for teaching students positive behaviors. We seek to develop and utilize a school-wide approach to discipline that creates a school environment where:

- Learning and teaching are valued
- Individual differences are celebrated
- Cooperation, assertion, responsibility, empathy, self-control, and other highly valued character traits are taught and encouraged

At a most fundamental level, in the interest of supporting a safe and productive academic environment, children are expected to:

- Use only language and a speaking tone that is proper, respectful, and courteous to others;
 - Use common courtesies, such as "May I please," "Please," "Thank you;"
 - Refrain from walking between people who are engaged in a conversation;
 - Refrain from interrupting people who are engaged in a conversation; in an emergency if an interruption is necessary, interrupt in a courteous manner;
- Respect and refrain from interfering with the teaching and learning of others;
- Respect, cooperate with, and follow the directions of adults in supervisory roles;

- Bring only safe, school-appropriate articles to school;
- Refrain from approaching or touching others in an aggressive or threatening manner;
- Refrain from chewing gum unless it is a team approved accommodation;
- Respect school property and the property of others;
 - Refrain from writing in school and library books, unless the book is a workbook or journal for which specific directions have been given;
 - Keep assigned equipment (desks, chairs, other classroom equipment, storage areas, etc.) neat and clean;
 - Provide restitution for lost, damaged, or destroyed property.

Through a collaborative effort that was initiated in 2005 and continues on an ongoing basis, children, parents, and staff have identified the three universal values of respect, responsibility, and safety as guiding principles in developing behavior expectations. These values being established, we have further developed our *behavior matrix* that specifically defines and operationalized these values in various school settings.

Our behavior matrix, reproduced below, is communicated to our children and adults to clearly communicate and teach our behavioral expectations for all.

After-School Activities

- Respect
 - Be courteous and use kind words
 - Sit quietly and listen or participate
 - Show appreciation
 - Dress appropriately for the occasion
- Responsibility
 - Listen to and follow directions the first time
 - If you make a mess, clean it up
 - Use supplies and equipment properly
 - Observe school rules
 - Arrive and leave at the appropriate time
- Safety
 - Walk
 - Keep hands, feet, and belongings to self
 - Stay in assigned area
 - Keep exits clear
 - Students must be supervised by an adult

Arrival and Dismissal

- Respect
 - Use indoor voices
 - Be courteous and use kind words
 - Wait quietly and patiently
- Responsibility
 - Arrival
 - Line up in a timely and orderly fashion
 - Listen to and follow directions the first time
 - Arrive on time
 - Go directly to assigned area such as breakfast or classroom
 - Dismissal
 - Line up in a timely and orderly fashion
 - Listen to and follow directions the first time
 - Leave school grounds promptly unless supervised by an adult
 - Wait to be dismissed before leaving classroom
 - Exit through front door (pre-kindergarten uses back door)
- Safety
 - Keep hands, feet, and belongings to self
 - Walk properly on ramp and stairs
 - Wheeled devices (bicycles, skateboards, rollerblades, etc.) must be walked on blacktop when on school grounds
 - Use sidewalks and paths
 - Wear appropriate attire

Assemblies

- Respect
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Participate in activity appropriately
 - Ask/make appropriate questions/comments
 - Show appreciation appropriately (clapping)
- Responsibility
 - Listen to and follow directions the first time
 - Keep eyes and ears on presenter(s)
 - Show appreciation appropriately
 - Sit appropriately
 - Take care of lavatory (bathroom) needs before assembly

- Safety
 - Walk
 - Keep hands, feet, and belongings to self
 - Stay in assigned area

Buses

- Respect
 - Be courteous and use kind words
 - Use appropriate language
 - Use quiet voice
- Responsibility
 - Listen to and follow directions the first time
 - Follow rules specific to individual bus drivers
 - Be prepared for your stop
 - Get off at correct stop
 - If you make a mess, clean it up
- Safety
 - Stay in seat
 - Keep hands, feet, and belongings to self and inside the bus
 - Keep aisle clear
 - Get on and off the bus in an orderly fashion
 - Cross in front of the bus

Cafeteria

- Respect
 - Be courteous - say "please" and "thank you"
 - Use good table manners
 - Socialize in a quiet, respectful way with the people near you
 - Wait quietly and patiently
 - Refrain from touching others' food or trays
- Responsibility
 - If you make a mess, clean it up
 - Come prepared for lunch and recess
 - Listen to and follow directions the first time
 - Take only what you can eat
 - Make everyone feel welcome at your table
 - Use supplies and equipment appropriately
 - Follow the rules for leaving your seat (varies by grade level)
 - Dispose of trash properly

- Leave schoolwork and playground equipment in designated areas
- Safety
 - Receive permission to leave the cafeteria
 - Walk
 - Exit and enter cafeteria and building in orderly manner
 - Keep hands, feet, and belongings to self
 - All food must be consumed within the cafeteria

Emergency Procedures

- Respect
 - Take situation seriously
- Responsibility
 - Listen to and follow directions the first time
 - Adhere to procedures for the area in which you are located
 - Stay patiently and silently in assigned area
- Safety
 - Keep hands and feet to self
 - Walk in an orderly manner

Field Trips

- Respect
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Be a good listener
 - Respect the environment
 - Use appropriate voice level
- Responsibility
 - Listen to and follow directions the first time
 - If you make a mess, clean it up
 - Follow rules of the field trip location
 - Come prepared (appropriate clothing, lunch, money, etc.)
- Safety
 - Walk
 - Remain with assigned chaperone
 - Keep hands, feet, and belongings to self

Hallway

- Respect
- Walk quietly

- When entering school in the morning, talk quietly with nearby friends and classmates
 - When moving through hallway with class during the school day, talking is not permitted
 - When leaving school in the afternoon, talk quietly with nearby friends and classmates
- Be courteous and use kind words
- Wait patiently and quietly
- Walk to the right in single file
- Respect others' body space and place in line
- Yield to classes/children already en route
- Respect hallway displays
- Greet others appropriately
- Responsibility
 - Listen to and follow directions the first time
 - Go directly to your destination
 - Use ramp and stairs appropriately
- Safety
 - Walk
 - Keep hands, feet, and belongings to self
 - Stay in assigned area
 - Move safely

Instructional Areas

- Respect
 - Be courteous and use kind words
 - Wait patiently and quietly
 - Use appropriate voice
 - Respect personal space
 - Listen while others are speaking
 - Use positive language
 - Respect others' comments and opinions
- Responsibility
 - Listen to and follow directions the first time
 - Follow rules specific to individual instructional areas
 - Use supplies and equipment appropriately
 - Use time wisely
 - Be focused, listen, and learn new things
 - Keep belongings neat and organized

- Sign out/in before leaving designated area (grades 4-6)
- Safety
 - Walk
 - Keep hands, feet, and belongings to self

Lavatories (Bathrooms)

- Respect
 - Wait quietly and patiently
 - Respect privacy of others
 - Knock before entering (primary grades)
- Responsibility
 - Use equipment and supplies properly
 - If you make a mess, clean it up
 - Keep trip short - use time wisely
 - Flush
 - Report any problems (vandalism, harassment, etc.) to a responsible adult as soon as possible
- Safety
 - Leave the light on unless room is empty
 - Wash your hands thoroughly with soap and water
 - Keep hands and feet to self

Recess

- Respect
 - Share equipment; take turns
 - Respect others' belongings
 - Demonstrate good sportsmanship
 - Wait your turn patiently
- Responsibility
 - Listen to and follow directions the first time
 - Line up quickly and quietly
 - Play by the rules agreed upon beforehand
 - Include others who want to participate in activities
- Safety
 - Stay in assigned area
 - Use equipment appropriately
 - Do
 - Go down slides in seated position with feet first
 - Have no more than one person on slide at a time

- Have no more than two people on cargo net at a time
- Have no more than three people on tire swing at a time
- Ride tire swing with feet in center hole
- Stay on flat area of playground
- Don't
 - Stand up or walk on slides
 - Jump off structures
 - Walk or climb on top of tunnel
 - Walk, sit, or crawl on monkey bars
 - Hang off tire swing
- Keep hands, feet, and belongings to self
- Keep wood chips, rocks, etc. on the ground
- Be aware of personal space

To ensure a safe, productive, academic classroom and school environment with a clear focus on learning, children and teachers will establish classroom expectations and rules appropriate to the age of the children. These expectations and rules are posted in each classroom and are clearly communicated to each child and adult.

Bicycles, Scooters, Skateboards, Etc:

Children may ride their bicycles, scooters, skateboards, etc. to school with written permission from a parent and/or guardian. Children are encouraged to wear safety helmets in compliance with state law and are reminded to obey the rules of the road, be alert, ride in a safe manner, and refrain from carrying another person. Upon arriving at the turnaround area adjacent to our kindergarten addition, children are required to dismount and walk.

Our bicycle rack is provided in the area between our kindergarten addition and the main building. Bicycles are to be stored at our bicycle rack immediately upon arrival at school; for safety reasons, bicycles, scooters, skateboards, etc. are not permitted to be used on our playground or other areas on our school grounds before, during, or immediately after school hours. Children are expected to report to designated areas after storing equipment. Bicycle locks are not required but are permitted to be used during the school day.

Should a child ride in an unsafe manner or violate the guidelines described above, the privilege of riding to school may be rescinded.

Boys and Girls Club Program:

Pittsfield Elementary School, in collaboration with the Boys and Girls Club, offers an out-of-school-time program, located at our school. Boys and Girls Club runs both before and after school hours and during school vacations. This program offers a healthy snack, academic support, and a variety of activity options for all children during before school hours, after school hours and during school vacations.

Parents/guardians who would like more information about this program are encouraged to call our school or visit our website. Parents and guardians who would like more information about this program are encouraged to call our Site Director, Erin Flanders at 603-340-6480 or email at EFlanders@nhyouth.org

Breakfast:

Breakfast is served from 7:45-8:00 AM. The menu is on the school website. Please contact Cafe Services or the main office for more information.

Breakfast After the Bell:

Our Breakfast After the Bell program, aims to provide students with breakfast at a time when they are most ready for food. Students will still have the option to get breakfast before school starts, but for those that would prefer to eat later we will be delivering breakfast to the classroom after the start of school.

Research has shown that students who eat breakfast regularly have better focus and perform better academically than those who do not.

The regular cost for breakfast is \$2.00. Students eligible for free or reduced meals will receive breakfast for free, and will be automatically signed up unless you choose not to participate.

Bullying:

Bullying is prohibited by law (RSA 193-F) Children and parents/guardians who become aware of situations of possible bullying - as victims, witnesses, or through conversation - are encouraged to make a timely report to a teacher, school counselor or administration.

[Reference Policy JICK](#)

Calendar:

The Pittsfield School Board establishes our school calendar, typically during the spring preceding the school year. In addition to the required number of days that school is in session, the school calendar also includes teacher workshop days and early-dismissal dates.

We recognize that teacher workshop days and early release days may be inconvenient to parents/guardians. However, our School Board includes these days to provide our school staff with valuable time that is essential for training and for developing school improvement projects. Your understanding of the importance of these days is appreciated.

A regularly updated electronic calendar is posted on the school website. In addition, the school calendar is posted on the district and school websites.

Reference Policy ICA

Cancellation of School, Delayed Openings, and Other Schedule Changes:

While every effort is made to maintain our regular school schedule, poor weather or other conditions occasionally require that school be canceled, the opening of school be delayed, or dismissal may take place earlier than the usual time. If conditions indicate that cancellation or a delayed opening is in the best interests and safety of children and staff, the decision is typically made by 6:00 a.m.

Parents/guardians are informed of such a decision through the School Messenger System, the school and district websites, and select local television and radio stations. As school may be canceled or delayed due to conditions other than poor weather, parents/guardians are strongly encouraged to provide the main office with any changes to contact information. **In the event of a delayed opening, the morning pre-school will be canceled but afternoon preschool will run as scheduled.**

Poor weather conditions and other emergencies may also require that students be dismissed earlier than our usual dismissal time. Parents/guardians should be assured, again, that every effort is made to maintain our usual schedule and that early dismissal occurs only in very unusual circumstances.

In the event that children must be dismissed earlier than the usual time, every effort is made to contact each child's parent/guardians through our School Messenger System. As with changes to our morning schedule, parents/guardians are also informed of early dismissals through the local television and radio stations, as well as through our School Messenger System. In preparation for interruptions to our schedule, parents/guardians are respectfully requested to make childcare plans to ensure children's safety.

Cell Phones:

At the elementary school students may **not** use cell phones during the school day. We discourage children from bringing phones to school. We understand, however, that some parents/guardians want children to have phones for safety reasons. If the parent/guardian feels that a child should bring a phone to school, **the cell phone must remain in the student's bag and be turned off during school hours.** Teachers may confiscate cell phones from students who abuse this privilege. For students who regularly abuse this privilege, a parent/guardian may be required to come to school to pick up the child's phone. If a parent/guardian needs to reach a student during the day, he/she should call the main office at (603)435-8432.

Character and Citizenship Development:

Character and citizenship encompasses a number of basic elements, but may be briefly described by the core values of *safety*, *respect* and *responsibility*. Our three guiding principles for child and adult behavior support character and citizenship development as well as the maintenance of a high quality learning environment. These are (1) respect yourself, (2) respect others, and (3) respect our environment.

In practical terms, character and citizenship development are supported through several channels, including:

- The expectation that courtesy and respect be demonstrated in all communications and interactions within the school community;
- Participatory development of classroom and common area rules that reflect respect, responsibility, fairness, and justice;
- Implementation of daily morning meetings that provide a vehicle for social skills learning, including self-discipline, self-control, respect, courtesy, and responsibility;

- Instruction in our social studies curriculum that includes the teaching of citizenship, humanity, justice, human worth, and community service.

Class Parties and Celebrations:

To support children's wellness and a healthy school environment, classes are limited to one party or celebration per month. In keeping with the district Wellness Policy, refreshments should meet established nutritional standards. Teachers are responsible for planning these events and will communicate with parents/guardians regarding refreshments at such events. Parents/guardians are respectfully requested to honor this practice by refraining from bringing or sending party or celebration treats to school without communicating with your child's teacher.

[Reference Policy JJIFA](#)

Concerts and Other Programs:

On several occasions throughout the school year, children will have an opportunity to share what they have learned. parents/guardians, family members, and friends are cordially invited to enjoy these wonderful events and support our children's efforts.

When attending a concert or other program, participants are respectfully requested to remain through the entire program, as it is disruptive to children who are performing to have audience members leave during their presentation. In addition, children who attend the program but who are not performing or presenting are expected to remain with their parents/guardians and remain under their supervision throughout the event.

Curriculum:

Our school curriculum, which reflects the *New Hampshire Curriculum Frameworks* and *Common Core State Standards*, provides all students with a high quality program of instruction in the areas of English Language Arts, Mathematics, Science, and Social Studies.

Supporting high standards, our school curriculum outlines what children should know and should be able to do as they progress through the grades in our school. Teachers provide parents/guardians with information about the curriculum and

expectations for each grade in the fall in the form of a syllabus. In addition, copies of our school curriculum documents are available on our district website.

Completing each child's well-balanced educational program curricula include the areas of Art, Music, Physical Education, and Technology Education. Information on these curriculum areas is available on our district website, or by contacting the specialist teacher.

Federal law ensures the right of parents/guardians to inspect, upon request, any instructional material used as part of the educational curriculum for students. Parents/guardians may make such a request directly to the appropriate teacher or to the Assistant Principal.

Deliveries:

Deliveries to children and staff members are accepted at the school office. Class and school activities are not interrupted to complete such deliveries; deliveries are made during non-instructional times.

Differing Instructional Needs:

Our school curriculum is aligned with the *New Hampshire Curriculum Frameworks* and the *Common Core State Standards*. It is intended to reflect currently accepted best practices in elementary school teaching and learning. In addition, our staff embraces and fully supports program modifications mandated to address special student learning needs, such as those specified under special education and other federal laws.

In addition, children's differing talents, interests, and levels of development receive consideration when instructional plans are developed. Examples of such considerations include the multi-level approach of our school literacy program and opportunities for academic choice offered within each classroom.

Discipline/Student Support:

PES takes a proactive approach to school-wide discipline, based on the Responsive Classroom approach and positive behavioral supports. Both hold, as a central tenet, the use of respectful, non-punitive strategies for teaching students positive

behaviors. We seek to develop and utilize a school-wide approach to discipline that creates a school environment where:

- Learning and teaching are valued
- Individual differences are celebrated
- Cooperation, assertion, responsibility, empathy, self-control, and other highly valued character traits are taught and encouraged

PREMISES - Our Approach to Discipline

- Goal is to help children develop behaviors most conducive to learning
- Children need to share in responsibility and decision-making that affects their education
- Create proactive relationships designed to foster a foundation for interactive behavior management
- External discipline leads to internal discipline - self-discipline - which becomes a foundation for self-approval and self-acceptance
- Discipline is a form of instruction (not viewed as punishment); individual needs sometimes dictate individual programs

SCHOOL VALUES - Guiding principles for behavior expectations

- Respect
- Responsibility
- Safety

PROACTIVE STRATEGIES - Recognizing Positive Behaviors and Addressing Negative Behaviors (including but not limited to):

- Staff Language
 - Reinforcing - noticing and encouraging
 - Reminding - helping to remember
 - Redirecting - focus on rules and expectations
- Body Breaks & Exercise
- Guided practice
- Academic choice
- Interactive Modeling
- Problem-solving conferences
- Communication with families

RESPONSE TO BEHAVIOR - Means to respond to inappropriate behaviors; the following are a guideline rather than sequential process for managing student behavior

- LOGICAL CONSEQUENCES - examples of logical consequences include but are not limited to:
 - You break it, you fix it
 - Abuse a privilege, lose a privilege
- VISUAL AND VERBAL CUES
 - Visual schedule
 - Verbal reminders
 - Task cards
 - Posted expectations
- INCREASE PROXIMITY
 - Within hearing distance
 - Subtle redirections
 - Classroom seating to aid in focus and attention
 - One on one conferences
 - Individual goal setting
- TAKE A BREAK - Time Away
 - Student choice or teacher directed
 - Minor disturbance before a situation escalates
 - Brief break from activity
 - Opportunity to calm down, gain control, and/or reflect on behavior
- TAKE A BUDDY BREAK - Time Away from Classroom
 - Teacher directed
 - Repeated disturbance or offense; refuses to go to take a break, continues to act out while on a break, resumes disruptive behavior upon returning, and/or failure to take a break in a orderly, respectful manner
 - Brief break from classroom (in adjoining or alternative room)
 - Must demonstrate readiness to rejoin activity (typically 5-10 minutes)
 - Student is welcomed back
 - Discussion of behavior, reflection, and alternatives (may happen upon return or later in the school day)

- **BACK ON TRACK - Student Support Center**
 - Teacher directed
 - Extension of the classroom supports
 - More strategies and supports are needed to get student "back on track"
 - Student is sent to the Student Support Center
 - Must demonstrate readiness to rejoin activity, make apology of action, and meet behavioral expectations

Maintaining high standards of student discipline in school that allow for optimal teaching and learning represents a significant challenge for us all. The understanding and support of our community have been important in this work and is greatly appreciated by our PES staff.

DISCIPLINARY ACTIONS - Minor and Major Offenses

- **CLASSROOM MANAGED BEHAVIOR** - Minor offenses are managed by the classroom teacher and staff. After teacher redirects, repeated and/or a combination of behaviors in the same day constitute a behavior referral. Repeated behavior over time may also lead to a behavior referral. Minor offenses may include, but are not limited to:
 - Classroom disruption
 - Defiance, noncompliance, and/or insubordination
 - Disrespectful behavior
 - Negative peer to peer interactions
 - Physical contact (non-aggressive contact)
 - Safety violations (i.e. misuse of classroom materials, running in the hallway, etc.)
 - Technology violation
- **BEHAVIOR REFERRAL** - Major offenses are documented as behavior referrals and processed by administration. Repeated, intense, and/or prolonged minor offenses may also constitute a referral. The following offenses are considered major offenses and must be referred to administration for appropriate action to be taken.
 - Inappropriate language (i.e. profanity, or racial, ethnic, or gender slurs)
 - Lying or cheating

- Multiple or repeat minor behaviors (see above)
 - Out of area
 - Physical aggression (i.e. intent to harm)
 - Property damage
 - Safety violation (i.e. threatening comment or gesture to student or staff member)
 - Theft
 - Use of drugs, tobacco, or weapons
 - Gross misconduct- continued minor behaviors after redirections and supports within the classroom and Student Support Center.
- **OUT OF SCHOOL SUSPENSION** - Repeated, intense, and/or prolonged major offenses may result in an out-of-school suspension. Other offenses that merit an out-of-school suspension include:
 - Possession of contraband, weapons, or illegal substances
 - Second offense of physical aggression, ongoing physical aggression, or a single act of physical aggression that results in bodily harm or causes emotional distress
 - Safety Violations (i.e. threatening comment or gesture to student or staff member that makes someone feel unsafe)
 - Two behavior referrals in one day
 - Students must demonstrate readiness to rejoin activity, make an apology of action, and meet behavioral expectations in order to rejoin class.
 - Family contact is made to discuss the incident and develop a plan to move forward.
- **SCHOOL SUSPENSION** - Exclusion from School
 - Suspension decision made by school administration
 - Gross misconduct
 - In-school or out of school will depend on offense, student behavior, current status and availability of staff
 - Re-entry meeting required
 - Re-entry meeting includes parent/guardian and adult involved

PES Student support services strive to include prevention, intervention, transition and follow-up services for students and families. Our student support service professionals provide direct services for all PES children, especially those who are experiencing challenges that create barriers to learning. Direct services are

provided by means such as behavioral management, education, counseling, consultation and individual assessment.

In addition, student support services personnel provide in-service training, parent/guardian education, community collaboration and carry out student service program management. Student support services are a part of our proactive comprehensive approach to fostering academic success.

We want our students to enjoy a safe positive learning environment. Treating others with respect is a foundation for that atmosphere. Expected behavior of all Pittsfield Elementary students, staff, and community members remains rooted in kindness and highlights quality choices. The behavior management strategies we employ are designed to help students understand how to resolve when unexpected behaviors occur and work toward self-developed solutions.

The goal of any consequences will be restorative in nature and strive to provide learning opportunities surrounding the behavior. These learning opportunities will provide students an increased understanding of the unexpected behavior while focusing on a future positive course of action.

Our educational environment continuously endeavors to support a respectful community where all students can feel safe while pursuing their educational ambitions. Maintaining high standards of student support in school that allow for optimal teaching and learning represents a significant challenge for us all. The understanding and support of our community have been important in this work and is greatly appreciated by our PES staff.

Disclosure of Directory Information:

We recognize our responsibility to protect the privacy of student information records in accordance with Federal Law (the *Federal Educational Rights and Privacy Act* or *FERPA*). This and other laws define what is meant by *educational record* and ensure that the information collected by Pittsfield Elementary School can be released only for specific and legally defined purposes.

Under the provisions of FERPA, the following information is defined as an *educational record*:

- Date and place of birth, parent(s)' and/or guardian(s)' names and addresses, and where parents/guardians may be contacted in emergencies;

- Grades, test scores, courses taken, academic activities, and official letters regarding a child's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records collected or maintained in school;
- Documentation of attendance, schools attended, and awards conferred;
- Proof of residency;
- Personal information, such as birth certificates and photographs, which would make it easy to identify or locate a student.

Part of this information - which is classified as directory information - may be made public to external agencies and institutions upon request. Pittsfield Elementary School classifies only the following parts of our students' educational records as directory information that may be made public: name, grade, class assignment, academic activities, participation in officially-recognized and school-sponsored activities, awards conferred, and photo. All other information identified above as a *student educational record* will not be released without specific parent/guardian consent.

Parents/guardians may direct the school to remove all or part of this information from designation as directory information that they do not wish to be made available to the public without their consent. To remove any of this information identified as directory information, parents/guardians must notify the school principal in writing.

Dismissal:

At 2:25, we will dismiss students to the Boys and Girls Club and walkers. At 2:30 we will dismiss students who take the bus. Lastly, we will dismiss students riding in cars.

The main office must be notified of any changes to a child's normal transportation arrangements no later than 2:00 p.m. This notification of change should be made through the [Pick Up Patrol](#) App. Notification after 2:00 p.m. of change to a child's normal transportation arrangement should only occur in extenuating or emergency situations.

Parents/guardians picking up children by passenger vehicle may enter the front loop starting at 2:35. Students will be dismissed from their classroom once a staff member has verified that the person picking the child up is authorized to do so. To

ensure a smooth and safe dismissal, parents/guardians are not permitted to proceed directly to classrooms to pick up children or attempt to speak with teachers during this busy time of the day.

Dismissal Changes

We use [PickUpPatrol](#) Dismissal System to help manage dismissal time and for parents/guardians to communicate changes to their student's regular dismissal plans. We will dismiss your child based on the dismissal information in PickUp Patrol so please be sure to confirm the default dismissal plan before the start of the school year. New parents/guardians will receive an email with instructions for how to register. Changes can be made from a Smartphone or computer in advance and at any time up until 2:00 PM.

Dress Code:

The following list of prohibited items is not meant to be exhaustive, but rather it is intended to provide some idea of acceptable standards of dress.

- Items of clothing which do not cover the entire torso (which is anything but your limbs)
- Items of clothing which reveal undergarments
- Items of clothing which use words or symbols which threaten, intimidate, encourage illegal activity, and/or cause violence
- Footwear (such as flip flops) that may cause safety issues

Students found in violation of the dress code should be brought to the Assistant Principal. The student will be asked to change their clothes and a phone call home will be made. If the student is unable to change their clothing or the parent/guardian is unable to bring a change of clothes, the student will spend the day in the Student Support Center. Repeated offenses will be dealt with on a case by case basis which may then include detention and/or in-school suspension.

Reference Policy JICA

Drop-Offs and Pick-Ups:

To ensure the safety of children, staff, and community members, we respectfully ask the cooperation of parents/guardians and others when dropping-off and picking-up children at school.

- Car and truck traffic is very heavy at school during drop-off time in the morning and pick-up time in the afternoon. We respectfully request that parents/guardians and other drivers exercise extreme caution for the safety of our children, staff, and community members.
- When dropping off and picking up outside the building: Drive at a safe speed. The posted legal speed limit on Bow Street is 15 mph.
- Do not enter the front loop between 7:00 a.m. and 2:00 p.m. It will be open at 2:35 for families to pick up children.
- Adhere to the *Drop Off Only* and *15 Minute Parking* in the circle at the end of the building near our kindergarten classrooms;
- Come to a full stop when leaving this circle;
- Do not pull over to drop-off children on Bow Street forward of the *No Parking Beyond this Point* sign; you will be blocking the roadway for buses.

Families dropping off preschool students are asked to park at the end of the loop so that they can wait for the preschool staff to come get them.

Families picking-up preschool children are asked to pick up at the back door by the apple trees. Families picking up children in grades K-5 at the end of the school day are asked to wait for children in vehicles in the front loop.

Early Dismissal from School:

Because early dismissal interrupts learning, parents/guardians are strongly discouraged from dismissing children prior to the conclusion of class in the afternoon. However, should it be necessary to have a student dismissed from school early, the parent/guardian is requested to provide a written request to the office on the morning of the day on which early dismissal is being requested. The parent/guardian should go to the front door and speak to the office staff who will help to dismiss their child. The child will then be called to the office. To ensure each child's safety, children are not dismissed directly from classrooms, the playground, the cafeteria, or other school locations.

Children are dismissed only to an adult; children are not permitted to leave school on their own accord or to another minor when being dismissed early. Children are only dismissed to the authority of the parent/guardian or to another adult with the authorization of the parent/guardian.

When a parent/guardian wishes to grant permission for another adult to pick up the child, such permission may only be provided in writing and signed by the parent/guardian. Out of consideration for safety, the parent/guardian may be called to confirm such arrangements and the office staff will request the adult to whom the child is being dismissed to provide verification of identity (for example, a driver's license).

Emergency Procedure Practice and Fire Drills:

To ensure the safety of our children and staff, a variety of emergency procedure practices (including safety alerts and lockdowns) and fire drills are scheduled at regular intervals throughout the school year. Children are expected to adhere to very specific expectations for these important activities.

Emergency Information:

In the interest of student safety and well-being, it may be necessary to make immediate contact with a parent/guardian, or other responsible adult. For this reason, it is essential that information requested on the school information forms be accurately provided and **updated** when necessary. For example, it is important that changes in address, telephone number, place of employment, child's physician, responsible adults to contact in the event that the parent/guardian cannot be reached, etc., be communicated to the school office as soon as possible.

Exclusion from Activities:

Children are excluded from regularly scheduled activities, such as recess and physical education class, only upon written request from the child's physician. Children may return to such activities, again, only upon written request from the child's physician.

Exclusion from School Due to Illness or Disease:

In the interest of individual children's comfort and well-being, as well as the prevention of contagious diseases, parents/guardians are requested to have a child who is not feeling well remain at home rather than send him/her to school.

The cooperation of parents/guardians is essential in helping us meet the health needs of students. We ask that parents/guardians report communicable diseases to our school nurse, whether the disease occurs during school days, weekends, or school vacations.

Students are not permitted to attend school if experiencing one or more of the following health conditions.

- Chicken pox: for one week after the first skin lesions appear;
- Purulent conjunctivitis: until examined by a healthcare provider and approved for readmission, with or without treatment;
- Fever: 24 hours fever-free without medication
- Impetigo: twenty-four hours from the time treatment is started;
- Infectious hepatitis: for at least seven days after the onset of jaundice; the child's physician must advise on the safe date of return to school;
- Mononucleosis: physician's recommendation regarding safe return is accepted;
- Respiratory diseases: until nasal discharges and severe coughing spasm have ceased;
- Streptococcal disease: twenty-four hours from the time treatment is started.

Lesions caused by poison ivy, poison oak, and poison sumac are caused by a fixed nonvolatile oil. Contrary to general belief, these conditions are not contagious and students with these conditions are permitted to attend school.

Facility Use:

The facilities of the Pittsfield School District are currently available for use by community groups. Applications for requests to use a school facility are available in our school office or from the district web site. The Pittsfield School Board strongly discourages Sunday activities.

Field Trips:

Field trips extend opportunities for learning beyond the walls of the school; field trips are an important part of each child's educational program. Written parent/guardian permission is required for participation in any field trip; it is essential that field trip permission forms be completed and returned to school in advance of the planned trip.

Full participation on field trips by all students is our goal. To this end, classroom teachers consider the needs of each individual student when making field trip plans. For most students, participation without accommodations will be the norm. For some students, accommodations may be required to ensure safety and enjoyment of the trip; parents/guardians and teachers meet to review individual needs and identify specific accommodations when necessary. Students who are suspended from school at the time of a field trip are excluded.

All participants are expected to ride the school bus with their classmates and teachers when taking a field trip. Parent/guardian chaperones may, however, with prior notification to the school office and teacher, sign their child out at the conclusion of the field trip should they wish to transport home via a private vehicle. Such a sign-out is considered an early dismissal from school.

All volunteers on field trips must register in the office prior to leaving on the trip. Parents/guardians chaperoning field trips are asked not to bring younger siblings along on trips so that they may devote their attention to the students on the trip.

[Reference Policy IJOA](#)

Guidance Services:

Our school guidance counselor provides a range of guidance services. Our counselor visits classrooms regularly to present lessons on a variety of topics and provides individual and small group counseling services to children to address issues that may arise that prevent children from gaining the full benefit of the school experience. Such counseling may be initiated at the request of individual students, families, or teachers. Long-term therapy, however, lies outside the responsibilities of our school counselor.

In addition, the services of our district school psychologist are available. Our psychologist conducts individual assessments, provides support and assistance for teachers, and assists our Special Education Team in making program decisions for special needs students.

[Reference Policy JLD](#)

Handbook Amendments, Updates and Approval

In consideration of the best interests of children and of our school programs, amendments may be made to the policies and procedures contained within this handbook if and when appropriate. The policies within the handbook are reviewed and revised annually by the Assistant Principal or administration and/or the PES Team Leaders. Final approval of the handbook lies with the Pittsfield School Board. In accordance with Pittsfield School Board policy Policy CHCA, this handbook has been approved by the Pittsfield School Board.

[Reference Policy CHCA](#)

Handbook Receipt:

Schools have a legal obligation to provide much of the information contained in this handbook. To verify that we have met this obligation, parents/guardians are respectfully requested to review the contents of this handbook, then sign and return the handbook receipt provided. Parents/guardians are requested to call the school office if you have not received a handbook receipt.

Head Lice (Pediculosis):

Head lice are an ongoing nuisance in schools. If a teacher, or staff member suspects a child has head lice we ask that the child be referred to our school nurse for evaluation. If a student is found to have live lice at school the parents/guardians will be contacted and given oral and written directions to treat their child prior to the student returning to school. The nurse will recheck the child's head upon return and monitor in the days following. It is recommended that a second treatment take place 7-10 days after the initial treatment to assure all nits have been killed. A student found to have lice will be allowed to finish the

school day, because other students will have already been exposed to the lice for up to two weeks (due to the fact that nits take that long to hatch). It is not in the best interest of the student to miss time at school.

You can expect to receive reminders home regarding general guidance on prevention, detection, and treatment. The best way to prevent the spread of head lice is for parents/guardians to regularly monitor a child's scalp, catching the problem before the infestation spreads and to contact the school nurse if lice or nits are found. The latest research from several prominent health organizations, including the American Academy of Pediatrics and the Center for Disease Control, finds that performing general classroom head checks does not help effectively control lice and results in loss of learning time. Schools are not the most common places where head lice are spread. Sleep-overs among friends and relatives are thought to be the most common way they are passed from home to home. No national and state health agencies recommend universal screenings.

When a child has been treated for lice, the family should clean any surface the child may have contacted (sheets, carpets, car seats, clothing, stuffed animals, etc.) by washing/drying clothing with heat, by freezing or bagging for 10 days, and by vacuuming carpets in order to kill all nits and decrease chances of re-infestation.

If a child or family has a chronic problem with head lice, the nurse may refer the case to a family physician. Teachers are asked to help prevent transmission in classrooms by discouraging head-to-head contact and the sharing of hats, combs, hair ties, ribbons, and brushes.

Health Services:

Our district school nurse meets the health needs of children and staff resulting from disease, accident, congenital defects, or adjustment. Importantly, the nurse also supports children's learning about health issues and developing attitudes conducive to healthful living. In addition, the nurse counsels children and parents/guardians regarding health issues and provides screenings of hearing, vision, height, and weight.

Impaired vision or hearing in children can seriously impede learning and contribute to the development of emotional and behavioral problems, Screening is a practical

approach to identifying children needing professional services. It is an efficient, economical, and efficient manner of detecting possible problems in the school age population. By definition, screening is the process by which a large number of persons are tested using a fast, efficient method to separate them into two different groups. The purpose of the screening test is to identify those children who probably have no problems from those who should be examined by a doctor for potential problems and possible treatment.

School screenings are a very basic, first level tool only. They are general in nature. Therefore, if parents/guardians have questions about a child's vision or hearing, you are advised to communicate with our school nurse to arrange for a screening.

[Reference Policy JLC](#)

Homework:

Homework is assigned to all children on a regular basis to "encourage individual student growth, independence, and responsibility". Homework is considered "complete" if it is presented on time and day required by the child's teacher or a reasonable effort has been made to complete (with parent/guardian note). Teachers may provide students with options that will help children to practice and refine skills outside of school. Options may include reading, worksheets, projects, and online practice.

To support the goals of homework, parents/guardians are requested to:

- Provide your child with a suitable environment for home study that includes a regular time for homework and independent reading every day;
- Check reach out to your child's teacher if there are regarding homework;
- Encourage your child to do his/her best work in completing homework assignments, but avoid undue pressure that can lead to frustration;
- Demonstrate interest in homework assignments and support the development of productive work habits;
- Discuss concerns or questions with your child's teacher as soon as possible; this includes concerns about the amount of homework assigned and difficulty of homework assignments;
- Provide resource material as may be needed to complete assignments.

[Reference Policy IKB](#)

Immunizations:

Students must have proof of all required immunizations in order to attend the first day of school. All vaccines must meet the minimum age and interval table in order to meet the requirements. A child may be enrolled in school under conditional enrollment if documentation of at least one dose for each required vaccine and the appointment date for the next dose of vaccine is presented.

According to NH law, a child may be exempt from immunization requirements if he/she presents evidence from his/her physician that the immunization will be detrimental to his/her health. A child may be exempt for religious reasons in accordance with the law when a notarized exemption form is provided. This form will remain part of a student's medical file.

If a child is not immunized, does not have a religious or medical exemption, or is unable to provide evidence of acceptable immunizations for enrollment, he/she shall not be allowed to attend school. A child who is exempt from immunizations shall not attend school during an outbreak of a communicable disease for which immunization is required under RSA 141-C:20-a.

Regulatory and Statutory References: Ed 311.03, Ed 311.01, NH He-P301.14, RSA 141-C: 20-c, RSA 141-C: 20-a

Learning Commons:

Learning Commons is one of the four specials that students in grades K-5 visit. Children are encouraged to use library resources for pleasure reading as well as a source of information to support inquiry on a wide range of topics. The following rules have been established for book check out:

- K-1st graders may check out up to 1 book at a time for pleasure reading or classroom use. Books must remain at school.
- 2-5th graders may check out up to 2 books at a time for pleasure reading or classroom use. Books may be taken home and returned to school.
- If a student has reached their limit of book check outs and has not returned the materials, they may not check out another book until items are returned.
- Overdue notices will be distributed regularly throughout the year to inform students of overdue materials.

- An exception to the rule is that a student may check out materials that are needed for classroom work regardless of overdue materials.
- Students/families are not charged late fees nor are they responsible to replace lost or damaged materials.
- Materials in the library are curated to be appropriate for grades K-5. Students may check out any book they choose. Efforts will be made to match students to their reading level and most developmentally appropriate material, but ultimately students have a right to choose.

Lost and Found:

Our lost and found bins are located on the main level of our school, under the stairway at the gym at the end of the building. We regularly donate large amounts of unclaimed clothing to the Pittsfield Clothes Closet; students and parents/guardians are encouraged to check our bins in a timely manner for any lost clothing, backpacks, etc.

Lunch:

Fresh Picks, our cafe service provider, serves student meals in the Pittsfield Schools. Nutritious hot lunches are available, along with sandwiches and salads, for purchase daily in our cafeteria. Lunch menus are distributed monthly to children and are available on the school website. Lunch (including milk) costs \$3.25 and Breakfast is \$2.00. The cost of milk is \$0.60. Reduced lunch costs \$0.40 and Reduced lunch is free for students who qualify.

Families can manage student accounts in one of three ways:

- Option 1: Cash
- Option 2: MySchoolBucks - you can register for a free online account using a credit or debit card. This service allows you to make payments, view recent purchases, check balances, and set up low balance alerts.
- Option 3: You may send a check with your child made payable to the Pittsfield Schools Lunch Program. Please make sure to include the child's name in the memo line.

Families may apply for Free and Reduced lunch at any time during the school year. Applications are sent home in August and are also available in the main office and the cafeteria.

The meal assistance program is a federally funded program that provides free and reduced meals to families that meet USDA income guidelines. Information regarding this program is available on Fresh Picks Cafe website and will be sent home on the first day of school. Please contact the main office or the Food Service Director at 435-6701 ext. 1105 for more information.

MAP Testing:

PES students in grades K-5 will take computerized MAP (Measures of Academic Progress) tests developed by the Northwest Evaluation Association (NWEA). K-5 students take these tests two to three times per year. MAP tests are designed to accurately reflect the instructional level of each student and measure growth over time. The tests are engaging for students and provide useful information to teachers.

Teachers will use the test results to measure the skills and concepts individual students have learned; diagnose instructional needs; monitor academic growth over time; make data-driven decisions at the classroom and school levels; and place new students into appropriate instructional programs.

Medications:

Students are **not** allowed to carry prescription and/or non-prescription medications and over-the-counter medications such as acetaminophen (generic for Tylenol) or ibuprofen (generic for Advil or Motrin), with them during the school day or during school-sponsored activities with the exception of an inhaler and Epipen. Students needing to take prescription and/or non-prescription medications during these times are to do so under the supervision of the school nurse or a designated member of the school staff.

Prescribed medications should not be taken during school hours if possible to achieve the medical regimen at home during other than school hours. It is NOT recommended that narcotic pain medications be taken during the school day. If a student is in such severe pain to require a narcotic for pain management, he/she should stay home. Prescription medications that need to be taken during the school day or during school-sponsored activities the following guidelines apply:

- A written order with the student's name, date, medication name and route, dosage, frequency and time of medication must be signed by the prescribing health care provider.
- Written permission for administration must be given by the parent/guardian.
- Medications must be in the original labeled containers and brought directly to the school nurse by the parent or guardian. The medication may be delivered by another adult(s), provided that the school nurse is notified in advance by the parent/guardian of the delivery and the quantity of prescription medication being delivered is specified.
- No more than one month's supply of medication will be stored at school.
- Unused medication shall be picked up by the parent or guardian within the days or it will be disposed of by the school nurse and recorded as such.
- All medication and treatment orders expire with the close of the school year. New documentation is necessary with the start of a new school year.

Inhalers and Epipens: Students with severe, potentially life-threatening allergies can carry their emergency medication such as inhalers and Epipens (NH Ed. 200:42-47). Written authorization from the parent/guardian and physician must be provided annually with the request that the student be permitted to carry their medication.

Over-the-counter non-prescription medications that need to be taken during the school day or during school-sponsored activities will only be given with the written permission of the parent/guardian. Medication that is over the counter must be dosed only as indicated on the package. The medication must be appropriate to the age and weight of the student.

A record of all medicines administered to students is maintained in our health office. Consent forms must be renewed for each school year. Parents/guardians are requested to update their child's school health record by speaking with our school nurse whenever new conditions develop (such as illnesses, allergies, routine daily medications, surgeries, chronic illnesses, etc.).

[Reference Policy JLCD](#)

Morning Meetings:

Morning meetings are held each day to support academic achievement through:

- Creating community in our classrooms - providing children with a sense of belonging, significance, fun, and investment;
- Fostering responsive interactions - sharing, listening, inclusion, and participation;
- Teaching the skills needed to be an active, responsive member of the classroom and school.

Morning meetings start shortly after children arrive in their classrooms at 8:00 a.m. Components of Morning Meetings include greetings, sharing, a group activity, and news and announcements. To take full advantage of this important school program component, regular attendance and on-time arrival is essential.

The PES Weekly newsletter is distributed weekly/Bi-weekly. Parents/guardians are encouraged to keep informed about school programs and events by reading each edition of the PES Weekly newsletter. The information in these publications is also published and archived on our school's website.

Non-Discrimination:

The Pittsfield School Board prohibits discrimination, including harassment, on grounds of race, creed, color, national origin, disability, sex, marital status, and/or sexual orientation by employees, administrators, and other staff (including athletic coaches) and students, against employees, administrators, students ... on school grounds, school buses or at school sponsored activities.

Any person having inquiries or complaints concerning the school district's compliance with the district's non-discrimination policy or written regulations implementing Title VI (discrimination on the basis of race, color, or national origin), Title IX (sex discrimination), or Section 504 (nondiscrimination on the basis of disability), and/or the Americans with Disabilities Act is directed to contact the Director of Student Services.

The Director of Student Services has been designated by the Pittsfield School District to coordinate the District's efforts to comply with the District's above-stated Non-Discrimination policy and regulations implementing Title VI, Title IX, The Americans with Disabilities Act, and State Law.

[Reference Policy AC](#)

Notification of Rights Under FERPA:

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over eighteen years of age (*eligible students*) certain rights with respect to the student's educational records. These rights are:

- The right to inspect and review the student's educational records within forty-five days of the day the school receives a request for access.

Parents/guardians should submit to the Principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's educational records that the parent/guardian of the eligible student believes are inaccurate.

Parents/guardians may ask the school to amend a record that they believe is inaccurate. They should write the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's educational 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); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or 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 educational record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district 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, D.C. 20202-4605

Notification of Rights Under the Protection of Pupil Rights Amendment (Policy PPRA):

PPRA affords parents/guardians and students who are eighteen years of age or older or *emancipated minors (eligible students)* certain rights regarding our conduct of surveys, collection and use of information for marketing purpose, and certain physical examinations.

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

- Political affiliations or beliefs of the student or student's parent/guardian;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the students or parents/guardian; or
- Income, other than as required by law to determine program eligibility.

For surveys that contain questions about one or more of these eight protected areas but are not funded in whole or part by the U.S. Department of Education

funds, the school district will notify parents/guardians of the specific or approximate dates during the school year when it will administer the survey(s) and provide an opportunity for the parent/guardian to opt his or her child out of participating.

Additionally, parents/guardians are hereby notified of the right to review, upon request, any survey that concerns one or more of the eight protected areas, any instructional materials used in connection with any survey that concerns one or more of the eight protected areas, and any instructional material used as part of the educational curriculum for the student.

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

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

Inspect, upon request and before administration or use:

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

As a matter of practice, the school forwards educational records to other schools that have requested the records and in which the student seeks or intends to enroll. Typically, this process includes a formal request signed by the child's parents/guardians.

The school district has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school district will notify parents/guardians of these policies at least annually at the start of each school year and after any substantive

changes. The school district will also directly notify parents/guardians through U.S. mail or email, at least annually at the start of each school year, of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
- Administration of any protected information survey not funded in whole or in part by ED;
- Any nonemergency, invasive physical examination or screening as described above.

Parents/guardians and eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Notification of Parents'/Guardians' Rights Under the "No Child Left Behind Act":

According to The No Child Left Behind Act of 2001 (Public Law 107-110), you have the right to know certain information concerning schools that receive grant funding from Title I, Part A - Improving the Academic Achievement of the Disadvantaged.

Pittsfield Elementary School is a Title I school. At the beginning of each school year, a school that receives Title I funds must notify parents/guardians that they may request, and that the school will provide, information regarding the professional qualification of a student's classroom teacher(s), including at minimum the following:

- Whether the teachers have met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether a teacher is teaching under emergency or other professional status that the State has waived;

- The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals, and if so, their qualifications.

As a school receiving Title I funds we must also provide to you the following:

- Information on the level of achievement the child has made on all state assessments; and
- Timely notice that a child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.

We at Pittsfield Elementary School fully comply with the provisions of this law. Please contact the Principal if you would like any of the above-mentioned information about your child's teacher(s).

Office Hours:

Our school office is open from 7:00 a.m. to 4:00 p.m. on days when school is in session and from 7:00 a.m. to 3:00 p.m. during school vacations and on weekdays when school is not in session.

Parent/Guardian Involvement in Literacy Development:

Parents/guardians are strongly encouraged to play a central role in the development of your child's literacy. The following activities have been found to support literacy development.

- Read to your child. Try to find a quiet time each day to read to your child. Become a reading role model. There should be good lighting, minimal noise distractions, and comfortable seating in your reading space. Choose books that relate to your child's experiences as well as those that introduce new people, places, and experiences.
- Encourage prediction when reading with your child. Start reading a book to your child. (Do this with older children, too; they love stories.) Stop the story at an exciting place and have your child guess how the story ends. Then, finish reading the books and see if the guess was correct. Discuss what helped your child make the guess.

- Retell. Have your child retell the story to you after reading. This helps your child to organize thoughts and develop story sequences.
- Draw from an assortment of books. Provide a variety of reading material, including poetry, fiction, and nonfiction books. Find out what your child is interested in reading about and aid him/her in making a selection. Our public library will offer assistance too.
- Write. Writing is an essential part of the reading process. Provide an assortment of paper and writing materials for your child. Promote letter writing, journal writing, story writing, and making books. Encourage your child to write regularly and often.
- Visit our library. Habits are formed early. Help your child develop the library habit by taking him/her to the library regularly. Our library provides rich experiences for all children.
- Listen. Most importantly, take the time to listen to your child read a story to you or something that he/she wrote. When you give your child your undivided attention, it lets your child know that he/she is important; this can motivate him/her to continue to read and write even more.

Remember: You play a crucial role in your child's learning. Have fun with it!

Parking:

The following guidelines have been established for safety and convenience:

- The circle in front of the main entrance of the school building is a fire lane; to ensure the safety of children and adults; do not park in the circle at any time.
- Disabled drivers may park in specially marked parking spaces in front of the school building on the gym end of the building; disabled passengers may be dropped off directly in front of the main entrance.
- A drop off area has been established in the circle at the kindergarten end of the building; please do not leave cars unattended in this area.

- A 15-minute parking area has also been established in the circle at the kindergarten end of the building; please do not leave cars in this area for an extended length of time.
- Parking is permitted in the parking lot at the kindergarten end of the building and along Bow Street below the "do not park beyond this sign" sign.

Personal Safety:

In the interest of the personal safety of our children, school employees are legally required to report all suspected cases of child abuse or neglect to state authorities.

In addition, parents/guardians are respectfully reminded to speak with your child about personal safety. Remind your child:

- Not to accept gifts (including food) or rides from strangers;
- To report suspicious behavior to you and/or school authorities;
- To practice safety while walking or biking to and from school;
 - Walk on the left side of the road; ride on the right side of the road;
 - Wear clothing that permits children to see clearly;
 - Wear clothing that permits drivers to see him/her clearly;
- Specifically whose homes or cars they are permitted to enter;
- What to do if school is dismissed early or when plans for after-school care change unexpectedly;
- To know his/her full address and telephone number;
- To use common sense in new or uncomfortable situations.

Physical Education:

Physical Education is one of the four unified arts classes that PES students take part in. In order to be able to participate fully in physical education activities, each student is required to wear sneakers that lace up and fit properly. Socks and loose fitting clothing are also strongly recommended.

Physical Examinations:

A physical examination, provided by the child's physician, is required by law before attendance may begin for children entering kindergarten and for children entering from a private school or a homeschool program. A physical examination is not

required for students transferring from another public school, provided that the child's health records are available and provided upon the transfer.

Pick Up Patrol

To help us better manage student dismissal changes we are now using PickUp Patrol. PickUp Patrol, our online dismissal program, saves us a great deal of time for our office staff, while still giving families the flexibility they need to make changes to their children's plans. Most importantly, it helps us get your children safely to their correct after- school destinations.

How PickUp Patrol works: All families are sent a registration email at the start of the school year, this information is also sent home in our back to school packets. Changes can be entered from a Smartphone or computer days, weeks or months in advance, and at any time up until one hour prior to dismissal on the day of the change. After this time, changes will not be accepted through PickUp Patrol and we ask that families contact the office to ensure proper notification of a change in plans.

PickUp Patrol Parent Flyer

Parent/Guardian Login: <https://app.pickuppatrol.net/parents>

Add PickUp Patrol to your home screen: [How to add PickUp Patrol App to your phone](#)

Pledge of Allegiance:

The *Pledge of Allegiance* is recited daily in all classrooms. Children and adults are encouraged to demonstrate respect for our flag and our nation during this daily exercise.

Professional Qualifications:

Federal legislation known as the *No Child Left Behind Act* provides that each parent/guardian may request and be provided with information regarding the

professional qualifications of your child's classroom teacher. Such information includes:

- The degrees and state certifications held by the teacher;
- Whether or not the teacher has met state qualifications for the grade level and subject area in which he/she provides instruction;
- Whether or not the teacher is teaching under a state-issued waiver or emergency certification; and
- Whether or not your child is provided services by paraprofessionals and, if so, their qualifications.

To obtain such information, parents/guardians should submit the request in writing to the Principal.

PTO

Our Pittsfield Elementary School Parent Teacher Organization (P.T.O.) is an active group of parents/guardians and educators who have organized to enhance and support the children of Pittsfield Elementary School and to support and enhance our school's educational programs. Our P.T.O. organizes a variety of events and projects throughout the year. Interested community members are invited and encouraged to participate. P.T.O. meetings are held monthly in our school library; event announcements are also made through our school newsletter and other mailings or flyers.

Public Solicitations:

In accordance with School Board Policy, "no solicitation of or by students will be allowed on school property, except those activities which are carried on for the benefit of the school or student body (i.e., food sales, car washes, etc.) and approved in advance by the Principal and school board. No soliciting from door to door by students will be allowed for school sponsored functions or activities."

[Reference Policy KH](#)

Questions and Concerns:

Open and honest communication between home and school can support learning. Parents/guardians are strongly encouraged to ask questions and address concerns in a timely manner regarding any aspect of our class and school operation directly

with the person involved. Conversely, parents/guardians should expect such open and timely communications from school personnel.

In the interest of effective communications and efficient resolution of classroom and school concerns, the following process has been established:

- *Step 1 - Individual.* Make an appointment to discuss the concern with the teacher or other individual involved. Depending on the situation, it may be helpful to have the child participate in a conference.
- *Step 2 - School Administration.* If the situation has not been resolved to your satisfaction at the individual level, make an appointment to discuss the concern with a school administrator.
- *Step 3 - Superintendent of Schools.* If the situation has not been resolved to your satisfaction at the school administrator level, make an appointment to discuss the concern with the superintendent of schools.
- *Step 4 - School Board.* If the situation has not been resolved to your satisfaction at the superintendent of schools level, make arrangements to discuss the concern with the school board.

[Reference Policy KEB](#)

Recess:

Children are provided with daily outdoor recess time. During recess, children have the choice of participating in supervised free play or in an activity organized by staff. When it is **15 degrees or colder**, including the windchill, we will have indoor recess.

Parents/guardians are reminded to send children to school prepared for recess with proper clothing and footwear. Children are excused from recess only through his/her physician's written request.

During rainy, snowy, and muddy seasons, children are encouraged to keep an extra pair of shoes in school as they are not permitted to wear boots or other weather footwear in school during the school day. For safety reasons, children are not permitted to go barefoot or wear slippers or socks only while in school.

Registration for School – New Kindergarteners:

Our annual kindergarten registration is held in the spring. To register for kindergarten, a child must be five years of age on or before September 30 of the year he/she plans to begin kindergarten. Parents/guardians should check our school newsletter or call our school office in April to find out about the registration dates and documentation required.

[Reference Policy JEB](#)

Registration for School – Transferring from Another School:

New Hampshire law requires school attendance; parents/guardians of school age children who are new residents of Pittsfield are expected to register at the earliest possible date to allow for the continuation of regular school attendance. To register, visit the school office during regular hours to pick up a registration packet and to schedule an interview with the Principal.

[Reference Policy JFAA](#)

Report Cards and Parent-Teacher Conferences:

Report cards are issued four times each year and are intended to communicate a snapshot of learning about each child's growth and school achievement. parents/guardians are requested to pick up report cards at conferences, which are held at the conclusion of the first and third quarters; report cards are issued to students at the conclusion of the second and fourth quarters.

As noted above, conferences are scheduled at the end of the first and third quarters by classroom teachers. Parents/guardians are also encouraged to call the school office to schedule a conference with your child's teacher at any time during the school year in support of student learning and academic success.

Request for Student Work: parents/guardians frequently request classwork for children who miss school due to illness or family emergency. We greatly appreciate your interest in and support of your child's school achievement.

Many of us remember our parents/guardians making similar requests and receiving the assignment of textbook readings, workbook pages, or worksheets of math examples to complete so we didn't get behind our classmates during the absence.

Our teachers, however, utilize methods and materials very different from those that we remember from our own school days. So much of what we do is interactive, taking advantage of small and large group synergy in designed learning experiences. As a result, it is not possible to duplicate today's learning experiences at home.

Of course, we do not discourage parents/guardians from making such requests. But we do ask that parents/guardians be aware that the amount and type of assignments and tasks provided will not mirror our memories of the kind of things that we received as children. This all underscores the importance of regular school attendance for all children in today's world.

Residence Requirement:

In accordance with state law (RSA 193.12), no child may attend Pittsfield Elementary School who is not a legal resident of the Pittsfield School District without permission of the district. With the exception of those who may be homeless, children who move out of town are expected to be enrolled in the schools of the district into which they have moved.

Retention in Grade:

Children are typically expected to progress from grade to grade each year having developed the skills and understandings outlined in our school's curriculum. However, under certain circumstances, retention in grade may be considered as an individualized alternative for children who have not developed the expected skills and understandings at a particular grade. Such children are evaluated on an individual basis to determine whether or not retention is in his/her best interests.

If retention is being considered by the child's teacher, notification is provided to the child's parent/guardian by March 1. The process for consideration includes a discussion involving both the child's parents/guardians and teacher on the benefits and penalties of retention for the individual child.

When considering retention, the following guidelines are followed:

- Retention is considered only under unusual extenuating circumstances, such as:
 - A child is unavailable for instruction due to prolonged illness;
 - A child has moved frequently and has not acquired needed skills for promotion;
 - A child may benefit socially, emotionally, and/or academically; especially appropriate to children in the primary grades.
- Retention recommendations are made by a team consisting of the child's parents/guardians, classroom teacher, other invited members of the faculty, and the Principal; the school administrations retains the legal responsibility to assign children to classes within the school.
- When retention is recommended, the child's teacher identifies goals to be achieved through the retention; the child's subsequent teacher monitors the effectiveness of the retention in terms of the identified goals.
- Retention is not used in place of the provision of appropriate educational services, such as special education services or available remedial instruction.
- Retention is never used as a punishment.

Reference Policy IKE

School/Family Learning Compact:

Our School/Family Learning Compact is a voluntary agreement between family and school that is intended to identify specific means by which families and our school can work together to support our children's education. The compact includes three components:

Student's Role

- Come to school ready to learn;
- Maintain a positive attitude;
- Respect myself and others;
- Work hard on school assignments and projects;
- Ask for help when needed;
- Talk with my family about school;
- Complete homework and long-term projects to the best of my ability.

Family Role

- Provide a supportive learning environment at home;
- Send my/our child(ren) to school regularly;

- Send my/our child(ren) to school clean, properly dressed, well fed, and well-rested;
- Send my/our child(ren) to school prepared to learn with necessary learning materials;
- Read and respond to communications from school;
- Communicate with school staff in a timely manner regarding my concerns;
- Read to or with my/our child(ren) at least four times per week.

School Role

- Provide ways for families to participate in decisions affecting their children's education;
- Provide flexible times for family activities;
- Support all efforts made to help students learn;
- Support teachers in adapting curriculum to meet the needs of all students;
- Provide the school staff with ongoing professional development around family involvement;
- Assist families in meeting their needs;
- Communicate clearly with students and families;
- Encourage active family participation in all aspects of children's education;
- Help students be prepared to learn.

Our School/Family Learning Compact is sent home at the beginning of each school year with the request that it be signed by each child and parent/guardian. The compact is then returned to school to be signed by each child's teacher and our Principal. A copy of the compact remains in school while the original is returned to the child's home to document the voluntary partnership for school success to which each party has agreed.

School Hours:

Children are expected to be on time for school and arrive at school for orderly entry into our school with their classes at 7:45 a.m. Our school day begins at 8:00 a.m. and children who arrive later than 8:00 a.m. are considered tardy; tardy children must report to the school office for an admission pass before proceeding to their classrooms. Tardiness is to be avoided as a late entry into the classroom interferes with learning. Our school day concludes at 2:30 p.m.

Searches and Inspections:

In accordance with School Board Policy (Policy JIH-R), "school officials may conduct a search when there is reasonable suspicion that the search will reveal a violation of school rules or produce evidence of unlawful activity." Our school board provides specific guidelines for searches to ensure that all individuals involved are permitted to maintain their dignity during a search or inspection.

Reference Policy JIH-R

Section 504 of the Rehabilitation Act of 1973:

"It is the policy of the district to provide all eligible students a program appropriate to his/her individual needs," according to School Board Policy IGB. A child who is "handicapped within the meaning of 504" shall be provided with an appropriate program, in accordance with this policy. Questions or referrals may be addressed to our Director of Student Services.

Smoking:

New Hampshire law (RSA 155) prohibits smoking in schools and on school grounds at all times. Smoking is also prohibited during school-sponsored events.

Snacks:

Children are provided with a daily snack time; children are encouraged to bring a healthy snack to school every day. Milk, juice, and a selection of healthy snacks are available for purchase in our cafeteria before school. Free fruit is also available, daily.

Special Education Notice of Rights:

Federal Special Education Law (United States Code, Sections 1400-1415) and state special education laws (RSA 186-C) require that school districts provide a "free and appropriate public education" to all educationally-disabled children.

These laws define children with an educationally-disabled children suffering from certain specified disabilities who are between the ages of three and twenty-one years or who have not yet obtained a high school diploma.

A "free and appropriate education" consists of specially designed instruction and educationally-related services in accordance with an "individualized education program" developed by the school district in consultation with the student's parents/guardians.

If a parent/guardian suspects that your child has an educational disability and qualifies for such special services, you may make a written referral requesting that the school district determine whether your child has an educational disability and qualifies for such special services and request that the school district determine your child's eligibility. Such referrals should be addressed to the Director of Students Services at Pittsfield Elementary School.

The Special Education Laws confirm many rights and obligations upon parents/guardians and school districts regarding children with educational disabilities. These include, but are not limited to, the following (which are listed in the United States Code, Title 20, Section 1415b):

- Parents/guardians may examine all relevant records with respect to the identification, evaluation, and educational placement of the appropriate public education.
- Parents/guardians may obtain an independent educational evaluation. Please contact our Director of Student Services, Charlene Vary for additional information and support at cvary@sau51.org
- The school district must adopt procedures to protect the rights of the child whenever the parents/guardians of the child are unknown or unavailable or whenever the child is a ward of the state. Such procedures may include the assignment of an individual who is not an employee of the school district or the state department of education to act as a surrogate for the child's parents/guardians.
- The school district must give the child's parent/guardian prior written notice whenever the district proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free and appropriate public education. The school district must adopt procedures designed to assure that this notice fully informs the parents/guardians, in their native language, of all procedures available under Section 1415, unless it is clearly not feasible to do so.
- The school district must adopt procedures that include the opportunity to present complaints with respect to any matter relating to the identification,

evaluation, or educational placement of the child, or the provision of a free and appropriate public education to such child.

- Whenever a school district receives such a complaint, the child's parents/guardians shall have the opportunity for an impartial due process hearing officer appointed by the state department of education. The hearing officer shall not be an employee of any agency involved with the education or care of the child. The administrative hearing officer's decision may be appealed to the United States District Court of the New Hampshire Superior Court.

State law establishes short deadlines for requesting an administrative hearing and for appealing the hearing officer's decision to the courts. According to state law (RSA 186-C: 16-b), which took effect on May 1, 1992:

- Any action seeking to enforce special education rights under state or federal law shall be commenced by requesting an administrative hearing from the state department of education within two years of the date on which the alleged violation was or reasonably should have been discovered. However, any action against a school district to recover the costs of a unilateral special education placement shall be commenced by requesting an administrative hearing from the state department of education within ninety days of the unilateral placement.
- Where the parent/guardian, legal guardian, or surrogate parent/guardian has not been given proper notice of special education rights pursuant to Title 20, United States Code, Section 1415(b), including notice of the time limitations in the New Hampshire RSA 186C: 16-b, such limitations shall run from the time notice of those rights is properly given. The state department of education shall make available a model notice of rights that school districts may use as one means of complying with this notice requirement.
- An appeal of the state department of education administrative hearing officer's decision to a court of competent jurisdiction shall be commenced within one hundred twenty days from the receipt of the decision. All such decisions shall be sent certified mail, return receipt requested.
- Any action under Title 20, United States Code, Section 1415(e), seeking reimbursement from the school district for attorney fees related to a request for an administrative hearing, shall be commenced within one hundred twenty days from receipt of the state department of education administrative hearing officer's decision.

- Where a unilateral placement has been made without the school district of residence being offered a reasonable opportunity to evaluate the child and to develop an individualized educational plan, reimbursement may not be sought from the school district for any costs incurred until the school district is given an opportunity to evaluate the child and to develop an individualized educational plan.

Special Education Services:

All children with an educational disability are entitled to participate in "a free and appropriate public school program." All children who appear to have an educational disability are eligible for due process with regard to identification, evaluation, and placement. A written Individual Education Plan is developed for each student who has an educational disability. Placement is made in the least restrictive environment appropriate to the child's special learning needs.

Most students receiving special education services at PES are included in the regular school program with appropriate support services. In addition, available related service opportunities include, but are not limited to:

- **Speech and Language Therapy.** Our speech and language therapists identify and support students who have difficulty communicating. The development of listening skills and the ability to express ideas and needs in support of optimal academic achievement are important goals of our therapists. Services include individual therapy, group therapy, and teacher consultation.
- **Occupational Therapy and Physical Therapy.** Our occupational and physical therapists evaluate individual children's needs in the areas of gross and fine sensory motor skills, visual perception skills, and in the activities of daily living. Services include individual therapy, group therapy, and teacher consultation.

Special Events:

A number of special events are held for children and parents/guardians throughout the year. Our annual open house, curriculum fair, book fairs, concerts, and other events provide parents/guardians and families with opportunities to be involved with their children's school experiences. Look for information about special events in our district newsletter.

State Testing Program:

Each year, New Hampshire public and charter schools are required by state law (RSA 193-C) and federal accountability laws (Every Student Succeeds Act) to assess students using a standardized assessment. We utilize several assessments in order to comply with these requirements. Statewide assessments are an important part of a student's core educational program. They provide: An evaluation of student mastery of content and skills in various academic areas
Serve as one tool for measuring the degree to which students are on track to graduate high school and be college- and career-ready. Below are the required assessments for public and charter school students.

- NH Statewide Assessment System (NH SAS)
 - 3rd -5th English Language Arts, Mathematics
 - 5th Science

In the spring, we will assess the current grade level. You can support the same way you do every day, adequate rest, good nutrition, and a positive attitude during the testing period will help our children best demonstrate their knowledge and abilities.

Student Records:

Eligible children, parents, and legal guardians have access to and enjoy the right to inspect and review official records of students attending school in the Pittsfield School District (Policy JRA). Upon request, school officials make records available to eligible students, parents, and legal guardians in a timely manner. The records may be inspected and copied; material may not be removed from student records without a formal request and hearing.

Children's records are not released to third party individuals, agencies, or organizations without the written consent of parents or legal guardians.

[Reference Policy JRA](#)

Study Habits:

The development of productive study habits supports school success and forms the basis for the development of productive lifelong work habits. parents/guardians

can support this important development in each child by establishing regular, daily study time. During this time, children can:

- Complete homework assignments;
- Read; this includes independent, silent reading; reading aloud to another person; and being read to by another person;
- Share something learned in class with another person;
- Conduct research for a special project or presentation;
- Write (a letter to a family member, a to-do list, a diary entry, a poem, etc.);
- Prepare for a presentation or test;
- Explore a topic of special interest.

Regardless of homework assignments or other responsibilities, daily reading time is a must for all children.

Superintendent of Schools: Bryan Lane

The office of the superintendent of schools for the Pittsfield School District is located at:

S.A.U. #51
23 Oneida Street, Unit 1
Pittsfield, New Hampshire 03263
(603) 435-5526

Supplies:

In general, needed classroom supplies are provided to our children through our school district funds. Individual classrooms, however, may require additional specific items to support a learning activity or special project. Requirements for classroom supplies are intended not to impose a financial burden on families. If this occurs, parents/guardians are asked to speak with the child's teacher to make arrangements to have your child's needs supported.

In addition, children are required to wear sneakers during Physical Education classes. In the interest of safety and comfort, these sneakers should be the variety that ties. It is also recommended that children wear a smock (large,

oversized shirt) to protect clothing during art classes when paints, inks, and clay are used.

Tardiness:

When children are late to class in the morning, they miss the important beginning of the school day and cause a disruption to their teacher and classmates. Children are expected to arrive to enter with their classmates by 7:45 a.m. Classes start at 8:00 a.m. If a child is tardy, he/she is required to check in at the school office before proceeding to class.

Transportation:

In cooperation with Marston Bus Company, Pittsfield Elementary School will continue to implement the current policies for all school bus riders.

Prior to your child(ren) beginning each school year, It is expected that you and your student(s) will read the current policies regarding safe bus riding. We are hopeful that you will take some time to go over the bus contract with your students, speaking about the importance of bus safety.

The [bus contract](#) that was designed to inform you and your students of the school bus expectations and regulations. This policy was designed as a way to help keep all students safe while they are riding the school bus and to lessen bus referrals.

While we understand that not every student rides the bus regularly, each will be riding the bus at some point, whether it be for transportation to or from school, to attend a field trip or a sporting event.

We believe that by working together, we can support our students in ensuring that every bus ride is a safe and enjoyable experience.

After taking some time to read the contract, please be sure that both you and your student sign and date the contract. We would like to have contracts signed and returned no later than the first day of school.

Telephone Use:

Children are not available to take telephone calls during the school day. parents/guardians may leave emergency (and only emergency) messages for students at the school office.

Except for emergencies, children are not permitted to make telephone calls to parents/guardians during the school day. Children are not permitted to call parents/guardians for forgotten homework, permission slips, or other items; children are not permitted to make telephone calls to make social plans.

Time Schedule:

We recognize the importance of adequate time allocations to allow for the achievement of instructional objectives. At the same time, the integration of subject matter, especially literacy skills and subject area content, is encouraged and incorporated into teaching plans. Teachers plan to maximize the use of instructional time to ensure that the school's curriculum is adequately addressed.

Title I Program:

Title I is a federally funded program intended to support the basic skill development of eligible children. PES is a schoolwide Title I school which allows us to utilize the funds to support the achievement of all students. Questions about our program may be addressed to our Title I project manager Jamie Severance at jseverance@sau51.org.

Transferring to Another School:

To ensure a successful transition to another school, parents/guardians are respectfully requested to notify your child's teacher and the school office well in advance of the actual transfer. This will allow us to provide your child's records to the new school at the earliest possible opportunity.

Universal Screenings:

It is the goal of the Pittsfield School District to help each child be successful academically and socially. In order to meet this goal, we strive to understand your child as an individual learner. To fully understand the individual needs of each student, personnel conduct screenings of all students in areas such as, but not limited to, academic, vision, hearing, and social-emotional development. After any universal screening, your child's teacher will notify you if there are any recommendations for next steps. No important decisions will be made without collaborating with the parent/guardian.

Video/Audio Surveillance:

Teachers and/or staff may use video and/or audio devices on District property to ensure the health, welfare, and safety of all students, staff, and visitors to District property and to safeguard District buildings, grounds, and equipment.

Video and/or audio devices may be used to document student behavior that constitutes a violation of school rules. Videos containing evidence of a violation of student conduct rules and/or state or federal law will be retained until the issue of the misconduct is no longer subject to review or appeal as determined by Board policy or applicable law. Any release or viewing of the video will be in accordance with the law.

Video tapes may be reviewed by District personnel for discipline and evaluation purposes. If disciplinary action is taken as a result of the videotape, the parent/guardian of the student may request to view the tape with the Assistant Principal. Video recordings may become a part of a student's educational record or a staff member's personnel record. The District will comply with all applicable laws related to record maintenance and retention.

Reference Policy ECA

Visitors to School:

Our school board Policy KI, states "citizens are encouraged to visit the schools and to observe the school program. The Board believes that parents of school children have special rights and responsibilities to keep themselves informed about the schools in order to benefit their children."

"Persons wishing to meet with a teacher for the purpose of discussing a particular problem shall do so only at a time when it does not interrupt the normal school program. Persons wishing to make such arrangements may do so by securing an appointment with the teacher through the Main office or by direct contact with the teacher."

"No person shall visit a school or school grounds during the school day (7:45 a.m. to 2:30 p.m.) without first reporting to the main office as to the purpose and place of the visit. In addition, all visitors must recognize that unplanned direct contact with children must be restricted to serious emergency situations; visitors will be

permitted to communicate directly with child(ren) only with the permission of administration."

Visitors to classrooms are expected to make prior arrangements with the teacher involved. After being buzzed into our school building, all visitors (including parents/guardians) are expected to report first to the main office. Visitors are required to sign our visitor's log and receive a visitor's badge, which must be worn while the visitor remains in the school building. The office staff will announce the arrival of visitors to appropriate personnel. Under no circumstances may a visitor enter our school and proceed directly to a classroom or other location or engage in contact with a child without reporting first to our school office.

[Reference Policy KI](#)

Volunteers:

A large number of community members provide important services to our children and school program by generously volunteering their time and abilities. Any community member who wishes to volunteer is invited to call our school office. A wide variety of areas of service are available.

While recognizing the potential benefits of school volunteers, our School Board also asserts its responsibility to ensure that our school is safe and secure and its intent to remain in control of school programs and activities. In the interest of maintaining a safe, secure environment the School Board requires that volunteers:

- Submit a photocopy of their driver license or other photo identification prior to the start of service;
- Submit to a criminal history record check and fingerprinting if volunteer service includes:
- Working with students on a regular basis for an extended time (for example, on a weekly basis for one or more school terms),
- Working with students in a location that lacks immediate presence of a supervising district employee;
- Circumstances as determined by the Principal.

[Reference Policy IJOC](#)

Walking and Biking to School:

We encourage children to walk and bicycle safely to school. Please note, we do not recommend that kindergarten children walk to school unless accompanied by an adult or older teenager.

Weapons and Dangerous Implements:

Weapons and dangerous implements are strictly prohibited from the school and school property, School Board Policy JICI. This prohibition includes knives of all types; guns of all types; sharp instruments, such as ice picks, screwdrivers, and pieces of metal sharpened to a point; inflammable fluids; mace; pepper gas; explosives; and items made for hitting or throwing, such as brass knuckles, chains, black jacks, and martial arts weapons.

In addition, toys and novelty items that represent or resemble weapons or dangerous implements, such as rubber knives or toy guns (including water guns), are also prohibited from the school and school property. (Although such items usually do not pose a physical threat, their presence represents a potential disruption to the education process and, in certain circumstances, could be used to threaten others.)

The penalty for violation of this prohibition could include suspension or expulsion. For additional information on the issue of weapons and dangerous implements, refer to School Board Policy JICI, which is available at our school office.

[Reference Policy JICI](#)

Wellness:

Our school board has adopted a *Wellness Policy on Physical Activity and Nutrition* in compliance with federal law. Components of this policy include goals relative to physical activity and nutrition as well as guidelines for our school district wellness committee, the nutritional quality of foods and beverages sold and served at school, promotion and marketing within the schools, and physical activity opportunities.

[Reference Policy JJIFA](#)