



Parent Guide
To
Stearns Elementary School

2021-2022

75 Lebanon Avenue, Pittsfield, MA 01201

Phone: (413)-499-9554

Fax: (413)- 499-9514

Website: <http://stearns.pittsfield.net/>

Who's Who??

Sara Luciani Principal	Laurie Civello Secretary lcivello@pittsfield.net
Mackenzie Loring School Adjustment Counselor mloring@pittsfield.net	Krista Ferris School Nurse kferris@pittsfield.net

Central Administration

Joseph Curtis Superintendent of Schools 499-9512	Deputy Superintendent 499-9510
Lovelyne Pierre Human Resources Director 499-9505	Kristen Behnke Budget and Finance Manager 499-9502
Judy Rush Reading & Title I Director 499-9523	Jennifer Stokes Special Education Director 499-9515

Stearns Elementary School's
Partners in Education are

Berkshire Community College & Lee Bank



Information About Pittsfield Public Schools

Our handbook is designed to answer most of your questions. There is a wealth of information available in the Pittsfield Public Schools Handbook and on the Internet at www.pittsfield.net.

Stearns at a Glance

Administrative Team	
Sara Luciani - Principal	
Mrs. Civello - Secretary	
Mrs. Terry & Mrs. El Saddik - Supervisory Paraprofessionals	
Mrs. Ferris - School Nurse	Support Specialists
Miss Loring - School Adjustment Counselor	Ms. Penna - Reading Specialist
Ann Marie Choque- School Psychologist	Mrs. Jamross - Reading Paraprofessional
Mrs. Sherwood- Instruction & Accountability Coordinator	Mrs. Duma- Literacy Coach
Kindergarten	Classroom Specialists
Mrs. Lis & Mrs. Murphy - Rm. 3	Mrs. Sadowsky- Library
Mrs. Ricci & Ms. Wotkowicz - Rm. 2	Mrs. Wilson- Library
Grade 1	Mrs. Vanderstelt - Art
Mrs. Ferrtier & Mrs. Pemble- Rm. 4	Mrs. Busener - Art
Mrs. Baumann & Mrs. Hamaoui - Rm. 5	Mrs. McGrath - Science
Grade 2	Mrs. Keen - Science
Ms. McKeever & Mrs. Sabato- Rm. 6	Ms. Palmer- Music
Ms. Plant & Ms. Symmes- Rm. 7	Ms. Hunter- Music
Grade 3	Mrs. Brogan - Physical Education
Mrs. Bell & Mrs. Schilling - Rm. 9	Ms. Steuerwald - Physical Education
Ms. Luczynski & Mrs. Miller - Rm. 10	Ms. Broeder - Band Instructor
Grade 4	Ms. Wright - Strings Instructor
Mrs. Harrington - Rm. 11	

Ms. McLaughlin - Rm. 13	Related Service Providers
Grade 5	Mrs. Davis - Physical Therapy
Mrs. Horne - Rm. 12	Mrs. Lefkowitz - Speech Pathologist
Mrs. Hollister - Rm. 14	Mrs. Smith - Occupational Therapy
Cafeteria	Mrs. Whelihan - Teacher of the Hearing Impaired
Mrs. Stockley - Head Cook	Custodial Staff
Mrs. Aubin - Kitchen Staff	Mr. Mayotte - Head Custodian
Paraprofessionals	Mr. Desautels- Evening Custodian
Mrs. Ellsworth, Ms.Doucette - Kindergarten Mrs. Barnes, Mrs. Tetreault- Grade 1 Ms. Gagliardi, Mr. Hubbard- Grade 2 Mrs. Chapman, Mrs. Whitake -Grade 3	SCHOOL ADDRESS & PHONE/FAX NOS.
	Website: stearns.pittsfield.net
	School Colors: Blue/White Mascot: Huskie



GENERAL INFORMATION Directory

Stearns Elementary School

Office.....(413) 449-9554
Fax.....(413) 499-9514
Website..... stearns.pittsfield.net



Times to Remember

- Students begin their instructional day at 8:45am and end at 3:15pm. Breakfast will be served from 8:15-8:45am for any students who are interested.
- **Half-days:** There are ten half-days held throughout the school year so that teachers may participate in professional development activities. These half-days are indicated on the school calendar. Dismissal is at 11:35am on half days

<u>STEARNS PTA OFFICERS</u>	<u>STEARNS SCHOOL COUNCIL</u>
President: Amy Jones	Sara Luciani - Principal
Vice President: April Mazzeo	Laura Saldarini- BCC Representative - Partner In Education
Secretary: Jamie LaPrade	Tina Saldarini - Lee Bank - Business Partner
Treasurer: Erin Monti	Lyndsey Isham-Morton & Lindsay Ciepiela - Parent
	Donna Bell - Teacher

MESSAGE FROM THE PRINCIPAL

At Stearns School, we strive to meet the needs of all students. Our staff believes that every child is unique and is an important individual who can learn. We believe it is our responsibility to serve as facilitators for the development of each child's maximum potential academically, physically, socially and emotionally. We are committed to providing opportunities to help students make self-directed, realistic, and responsible decisions.

Each student will make academic gains according to the effort he or she puts forth. To increase the degree of success, teachers, parents, and administrators must communicate openly and frequently concerning students' progress.

We all want the best for our students, but we cannot do it alone. You must play a key role in the education of your children. Your words of encouragement, a hug when the day has been rough, your interest in your children's work, and your presence at school functions are essential.

You are important! Come to school, meet us, talk to us, join the P.T.A. or School Council and volunteer your time and energy. Your involvement will show your children that you value education.

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Attendance

Coming to school every day is very important to learning. It's important that you get plenty of sleep each night, eat a good breakfast, and stay healthy. It's also important for you to get to school on time each day. Mornings can be very busy times for many families, so you might want to organize your school things before you go to bed each night. This might save some time and frustration in the morning! Finally, you need to cooperate at home each morning so you can be ready to leave for school when your bus arrives or your parent is ready to drive you to school.

If you are absent, from school, we ask that a parent or guardian call the school before school starts (499-9554) to inform us of the absence. We will need the following information (which may be left on the school's answering machine if the absence is called in before the office is open): **Your name, Your teacher, The reason for the absence**

Please note that absences will be recorded as "excused" only if the reason for absence is:

- Illness or injury that prevents the student from coming to school. A health care provider, school nurse, or parent/guardian must verify the illness or injury.
- Death in the family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal family crisis
- Medical or psychological tests during the school day. The parent/guardian must show evidence (such as a note from a health center) that the tests could not be scheduled after school.
- Specified Religious Holidays
- Required Court Appearances
- Medical or psychological tests during the school day
- Other extraordinary situations approved by the school principal

You must bring in a note after each day you are absent. The note must include the date absent, the reason for the absence, a phone number where a parent or guardian can be reached, and the parent or guardian's signature.

We encourage families to schedule dental, physical, and other appointments during non-school hours, whenever possible. The scheduling of family vacations during times when school is in session is discouraged and will be marked as an unexcused absence. Teachers are not required to prepare work for students who miss school because of a family vacation.

You are expected to make up all work missed during your absence. You should check with your teachers on the day you come back to school to find out what work is to be made up.

Unexcused Absences:

Here are a few examples of absences that are unexcused even if the parent/guardian sends in a note:

- Repetitive and chronic absence due to illness or injury. In these cases, the parent/guardian must submit a letter from a health care provider verifying that the student was too sick or injured to go to school.
- Student needed to babysit.
- Cutting class
- Family vacation
- Extension of a religious or cultural holiday beyond the designated day or days.

Whenever possible, parents should check with the principal before allowing a child to miss school if they are not sure the absence will be excused. The school does not have to help a student make-up work due to unexcused absences.

After five days of unexcused absences during the school year, your family may be required to attend a conference to discuss the issues affecting attendance and to make a plan for improved attendance. If attendance does not improve, the school district may take further action, which may include the court system or department of children and families involvement.

(Please refer to the Pittsfield Public Schools Policy Handbook (STU -6) for a more detailed list of excused and unexcused absences and for elaboration on all Pittsfield Public Schools attendance policies.)

PARENTS' LEGAL RESPONSIBILITIES FOR ENSURING STUDENTS' ATTENDANCE

(M.G.L. c. 76 2) Parents or legal guardians are required to see that their children attend school regularly. Failure to do so may result in filing a CRA petition (Child Requiring Assistance) with the Juvenile Court and Department of Children & Families or seeking juvenile court fines pursuant to M.G.L. 76 2 or criminal charges pursuant to M.G.L. c.119 63.

Attire

Below you will find the official dress code guidelines for all Pittsfield Public Schools. We believe they are reasonable and reflect a common sense approach to what is/is not appropriate for the school setting.

We need to remind you that for safety reasons, no sweatshirts/sweaters, shirts or jackets should have string cord closures, which can be caught on playground equipment putting your child in a potentially dangerous situation. Please review the information provided and assist us in promoting appropriate dress with the students. Thank you so much for your cooperation!

A committee of parents, teachers, administrators, and students for Pittsfield Public Schools drew up the following dress code:

- The bottom of the top overlaps the top of the bottoms.
- Sleeveless shirts and tops are acceptable, but thin straps and halter tops are not
- Spandex and Lycra are acceptable only when worn over or under less revealing articles of clothing.
- Obscene, vulgar, racist, sexist or other offensive pictures, words, or slogans are prohibited.
- Clothing is to be clean and neat.
- Hemlines of skirts or shorts must fall below fingertips when arms are relaxed at sides.
- Shoes/sandals must be worn at all times
- Hats (caps, berets, scarves) of a non-religious nature may not be worn in the school.
- Undergarments should not be visible.
- Any other dress that distracts, disrupts, intimidates or provokes can be deemed inappropriate by the principal or designee.

(Refer to the District Dress Code Policy for more specifics.)

B.A.R.K.

The entire Stearns staff practices Positive Behavior Intervention and Support. PBIS is a collaborative process for structuring the learning environment to support the academic and social success of all students. All staff and students use clearly defined behavioral expectations and common language.

The school mascot is the husky dog; therefore, the acronym B.A.R.K. is used to express behavioral expectations in the hallways, cafeteria, and on the playground.

B = be safe

A = always listen

R = respectful and responsible

K = kindness to others

Goals of PBIS:

- To provide a unified teaching focus and maximizes efficiency of instructional time
- To increase the use of appropriate behaviors
- To increase student time in academic instruction
- To support a positive learning and working climate
- To create a more predictable learning environment
- To foster improved communication among students, faculty, staff and parents
- To provide extra support for at-risk student populations

A student receives a "paw"(BARK ticket) when observed using "B.A.R.K." behavior. Monthly drawings are conducted to reward the practice of using positive behavior.

Bicycle Policy

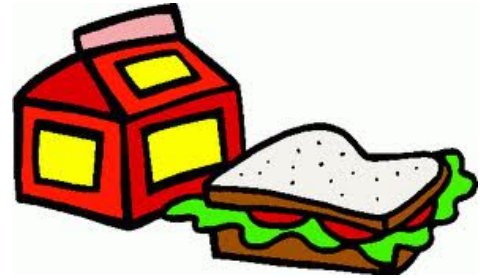
The riding of bicycles to school is strongly discouraged. However, if families wish to allow their child to ride his/her bike, the following rules will be strictly observed.

- Only children in **Grades 4 and 5** will be allowed to ride their bicycles to school.
- If a child wishes to ride his/her bicycle to and from school, parents should send a letter to the principal giving their permission.
- Furthermore, a note must be sent **each day** the bicycle is actually ridden. **No over-the-phone permission will be accepted.** This note is to be given to the classroom teacher who will then send it to the school office. If this is not done, the child will not be allowed to ride his/her bicycle home.
- Bicycles are to be parked on the south side of the school in the corner

between the kitchen and the gym. There is a bike rack, but it is suggested that a lock be provided. The school **cannot** be responsible for the security of any bicycle.

Breakfast & Lunch Policy

A balanced breakfast and lunch is served daily. Menus are planned by the Director of Cafeterias and are compliant with specifications established by the federal government. Breakfast and lunch are free for all students. Please call Tina Stockley at X4122 for more information.



If a child has a food allergy, a doctor's note is necessary. This must be updated annually.

Buddy Class Program

The Buddy Class Program matches upper grade classes with lower grade classes. Within the class, students are matched up with each other. During the school year, the classes get together for special projects, field trips, or spend some time writing and/or reading with each other. The older students realize the importance of being a good role model for the younger ones and the lower grades feel a connection with the upper grades.

Bullying

Principal: Sara Luciani
Building Designee: Victoria Duma

Included are selected portions from the [2020-21 Bullying Prevention and Intervention Plan](#). Please refer to the complete document posted on the website at www.pittsfield.net for further information.

PITTSFIELD PUBLIC SCHOOLS PROHIBITION OF BULLYING, CYBER-BULLYING AND RETALIATION:

Bullying, including cyber-bullying, and retaliation as defined in this Bullying Prevention and Intervention Plan (BPIP), is not acceptable conduct and is prohibited within the Pittsfield Public Schools. Bullying of any type has no place in a school setting. The Pittsfield Public Schools leadership and staff will strive to maintain learning and working environments that support positive personal relationships between students and between students and staff and are free of bullying. Any student who engages in conduct that constitutes bullying shall be subject to disciplinary consequences up to and including suspension or expulsion in accordance with state law, district policy

and student handbooks. In addition to disciplinary consequences, a student engaging in bullying behavior will also receive other interventions intended to build increased competence in relationship-building and other necessary social emotional learning skills.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses bullying or has reliable information about an incident of bullying is also prohibited.

Any form of bullying is prohibited:

- in any school building and on all school grounds
- in district provided virtual learning environments and learning management systems
- on property immediately adjacent to school grounds
- at a bus stop or on a school bus or any other school sanctioned transportation, such as another vehicle whether owned, leased, or used by the school district
- at a school-sponsored or school related activity, function or program whether it takes place on or off school grounds
- through the use of technology or an electronic device that is owned, leased or used by the school district or school
- at any program or location that is not school-related, or through the use of personal technology or electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school

As the District's Anti-Bullying Policy (STU-80) states, it is not the District's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the District does not condone and will take both disciplinary and remedial action in response to conduct that creates a hostile environment and interferes with students' opportunity to learn.

III. DEFINITIONS OF KEY TERMS:

The following language and definitions are applied throughout this BPIP and are to be used consistently within the Pittsfield Public Schools in relation to incidents of bullying/cyber-bullying:

A. Bullying: The repeated use by one or more students or a member of a school staff of a written, verbal or electronic expression or a physical act or

gesture or any combination thereof, directed at a target that causes physical or emotional harm to the target or damage to the target's property; places the target in reasonable fear of harm to himself/herself or of damage to his/her property; creates a hostile environment at school for the target, infringes on the rights of the target at school; or materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyber-bullying. (Reference M.G.L. c.71, s. 37O)

B. Cyber-bullying: Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages and Internet postings, including, but not limited to blogs, websites, and social networking. (Reference M.G.L. c.71, s. 37O)

C. Retaliation: Any form of intimidation, reprisal or harassment directed against a student or staff member who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about bullying.

D. Aggressor: A student or staff member who engages in bullying, cyber-bullying or retaliatory behavior. (The use of the term aggressor varies from the term "bully" in the Act to Prevent Bullying, yet is being used in the plan under the guidance of the MA Department of Elementary and Secondary Education.)

E. Target: A student against whom bullying, cyber-bullying or retaliation is directed.

F. Hostile Environment: A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. (Reference M.G.L. c.71, 37O)

G. Staff: School staff is defined as including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

Students with Possible Increased Vulnerability: The plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic

status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be in oral or written form. Reports made by a staff member must be submitted in writing by the person making the report. Reports made by students, parents or guardians, or other individuals who are not school or district staff members can be written on the same reporting form or may be made anonymously. Oral or anonymous reports made by a parent and/or student shall be scribed by a staff member in circumstances where a written report was not submitted. Also, a web based system will allow users to file anonymous reports electronically. Click here for a copy of the [Suspected Bullying Reporting and Determination Form-2](#)

Use of a "Suspected Bullying Reporting and Determination Form" (see Appendix B) is required as a condition of making a report. The school or district will:

- Annually provide information on how to access the [Suspected Bullying Reporting and Determination Form](#) posted on the website or from their child's school building.
- The Suspected Bullying Reporting and Determination Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
- Annually, the school or district will provide the school community, including administrators, educators and other staff, students and parents or guardians with written notice of its policies for reporting acts of bullying and retaliation as parts of district and school handbooks. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be included in these handbooks, on the school and district website, and in information made available to parents or guardians.

B. Reporting by Staff

Every school or district staff member, including but not limited to, central office administrators, building principals and administrators, school

adjustment counselors and school psychologists, teachers and related service providers, paraprofessional staff, school nurses, cafeteria workers, custodial staff, bus drivers, athletic coaches and extracurricular advisors is required to monitor and address student behavior and to intervene when unkind behavior occurs. This includes immediately ensuring that any need for student safety in the present moment is restored. Concern about any bullying or retaliatory conduct must also be reported as soon as possible to the principal or the administrator designated to investigate suspected bullying behavior.

In addition, if any adult suspects that a student is being targeted and bullied, they are required to fill out the district suspected bullying determination form and submit it to the building administrator. As the person who has witnessed the behavior it is most effective if that staff member makes contact with the family of the target and the aggressor to give the clearest description of the bullying behavior and the steps planned to take to promote respectful behavior in your classroom.

The requirement to report to the principal or designee does not limit the authority and the responsibility of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

C. Reporting by Students, Parents or Guardians and Others

The school or district asks students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or administrative designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Anonymous reports can be made from a link on the district website. [Suspected Bullying Reporting and Determination Form-2](#). Students, parents or guardians, and others may request assistance from a staff member to complete a written report or may report orally. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member or with the principal or designee. A student who knowingly makes a false allegation of bullying or retaliation shall also be subject to disciplinary action.

D. Responding to a Report of Bullying or Retaliation

Safety First

Before fully investigating allegations of bullying or retaliation, the staff

member, principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The staff member, principal or designee will implement appropriate strategies for protecting the following persons from bullying or retaliation: a student/staff member who has reported bullying or retaliation, a student/staff member who has witnessed bullying or retaliation, a student/staff member who provides information during an investigation, or a student/staff member who has reliable information about a reported act of bullying or retaliation.

Notification Requirements

Notice to Parents or Guardians: Upon investigation and determination that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor and will review response protocols. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603

CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Bullying Prevention and Intervention Plan and in compliance with school or district policies and procedures, consult with the school resource officer or another member of the Pittsfield Police Department in the absence of a school resource officer and/or other individuals the principal or designee deems appropriate.

Investigation

The following provides general guidelines for responding to a report of bullying or retaliation. Note that the guidelines should be modified as necessary to respond appropriately to the individual complaint.

Pre-Investigation: Before fully investigating allegations of bullying or retaliation, school personnel will assess the level of need and take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern. If the initial report is to or by a staff member, the staff member will complete an initial review of the situation and intervene as necessary. The staff member will make a referral to the principal or administrative designee if further administrative investigation is needed.

Investigation: The investigator will seek to determine the basis of the complaint, gather information from the complainant, including such matters as what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred and where the events occurred.

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee will remind the alleged aggressor, target, and witnesses

that retaliation is strictly prohibited and could result in disciplinary and restorative actions in alignment with the Student Code of Conduct, Character, and Support.

The principal or administrative designee and other staff members, as determined by the principal or administrative designee, may conduct interviews. To the extent practical, given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal, designee and any other interviewers will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for other investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

Determinations: The principal or designee will make a determination based upon the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps to prevent recurrence and to ensure that the target is not restricted from participating in school or from school activities. The principal or designee will, one, determine what remedial action is required, if any, and, two, determine what response and/or disciplinary or restorative actions are necessary as guided by the Student Code of Conduct, Character, and Support.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development and/or mental health interventions.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor orally about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken with other students unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Responses to Bullying

Teaching Appropriate Behavior Through Skills-Building

Upon determining that bullying or retaliation has occurred, the school principal or designee will decide upon a range of responses that balance the need for accountability with the need to teach appropriate behavior and restore/repair relationships. M.G.L. c. 71, § 37O(d)(v). Some skill-building approaches that the principal or designee may consider include:

- Offering individualized skill-building or restorative sessions;
- Providing relevant educational activities for individual students or groups of students in consultation with guidance and/or school adjustment counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral interventions and supports to help students understand prosocial ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Developing individual behavior plans to include a focus on specific social skill development; and
- Making a referral for counseling or other mental health services for targets, aggressors and family members.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of information gathered through investigation by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the BPIS and with the district and school's Code of Conduct, Character and Support. Discipline up to and including suspension and expulsion may be applied by the school principal. All suspensions or expulsions are subject to review by the Superintendent and his/her designee with the student and parents afforded full due process rights.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA) and state laws regarding student discipline. A manifest determination will be completed to determine the connection between a student's bullying behavior and his/her disability. As necessary, a special education team will be reconvened to review the student's IEP.

Students with disabilities are known to be considered to be a vulnerable population for both being bullied and, in some disability categories, for engaging in bullying behavior. The risk for this will be reviewed at all IEP initial, reevaluation and annual meetings as part of the IEP process to determine appropriate interventions, both universal for all students and individualized.

Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

Supportive services will be assessed and offered to the target. These services may include safety planning, school adjustment counselor services and mental health referral, as well as, increased use of Tier 1 classroom strategies that promote safe and supportive learning environments.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures or other responses are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Bus Transportation

Driver Responsibility

The driver is in charge of the bus and all students while they are riding to and from school. The bus driver can assign students to specific seats if needed. He/She is required to follow all bus rules so that your bus ride is safe at all times. You can help to make your bus rides comfortable and happy by being respectful, kind, and helpful to other students and to your driver!

Students who don't cooperate by following all bus rules will be reported to the Principal.



*Paid bus transportation is available for families who live beyond the eligible busing distance. Information regarding this policy may be obtained at the Transportation Office by telephoning **499-9525** or on the Pittsfield Public Schools Website. All families of students who ride the bus to and from school will be sent a copy of bus rules directly from the transportation office. You are required to sign this contract of rules and return it to school as soon as possible after receiving it. Riding the bus is a privilege, and repeated infractions of these rules may result in a bus suspension. For more details about bus eligibility and bus rules, please see the Pittsfield Public Schools Policy Handbook.*

Student Expectations

We expect all students to show they are kind and caring when they ride the bus to and from school each day. These can be happy, safe times when all students cooperate by remembering the following bus rules:

- Help us keep our morning bus schedule by being at your bus stop when the bus arrives. This will help us get you and your friends to school on time!
- Remain seated while the bus is moving and keep your feet out of the aisle. When the bus stops, you may change seats, only with the permission of the driver.
- Never use bad language, never tease, never shout or yell.
- Keep food and pets off the bus.
- Avoid distracting the drivers by talking to them while they're driving.
- Never throw objects that can hurt others or distract the driver.
- Never put arms or head out the bus windows at any time.
- Don't open windows unless the driver gives permission.
- Respect the bus by keeping it free of litter, and by not damaging its seat cushions or other equipment.
- Avoid crowding or pushing other students when entering the bus.
- Enter and leave the bus only by the front door except in case of emergency.
- When leaving the bus, do not cross in front of the bus until the bus driver tells you it's okay.



The bus driver will report a student who does not follow these rules to the Principal. After speaking with the student, the principal may call the

parent/guardian to discuss the problem and the student's consequence. Students who fail to follow the bus rules may be forbidden from riding the bus for a period of time. If this happens, the student's family will be responsible for getting the student to school on time and picked up at the end of the day.

Cancellations

Schools will be closed only on days when travel conditions require it. In the event school sessions are cancelled, a School Messenger call is sent by the Superintendent to all homes. In addition, a "no school" announcement is made over local radio stations. It will also be posted on PCTV - Channel 17 or the school district website: www.pittsfield.net. If there is no announcement, school will be in session.

Cell Phones

Cell phones are not to be used during the school day. Cell phones will be confiscated. Parents will be required to come to the school to pick up any cell phone that is confiscated.

Class Determinations

Much thought, time and effort goes into making up classes each year. Careful consideration is given to many factors, such as the number of boys vs. girls, different learning styles, behavioral issues, personality issues, the number of children on Individual Education Plans (IEPs), 504 Plans, etc. All classes must be equally balanced. The teachers at Stearns are professionals and know the best placement for your children. As a result, parents do not choose their children's teachers.

Should you have an **extreme** case which necessitates a specific teacher, put the request in writing to the Principal. This **does not** guarantee placement; but the request will be given consideration as one of the factors towards placement.

Code of Conduct

Please refer to the Pittsfield Public Schools Code of Conduct, Character and Support. Please refer to the district "Code of Conduct Character and Support" policy.

[Code of Conduct Character and Support](#)

DISCIPLINE OF SPECIAL NEEDS STUDENTS

(Special Needs Includes both Special Education and Section 504 Students)

All students are expected to meet the requirements for behavior as set forth in this handbook.

Procedure: Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an

interim alternative educational setting (as determined by the Team) for up to 45 school days

- a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
- b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.
- c. Characteristics In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the

disciplinary action, whichever comes first, unless the parent and the school district agree otherwise. If you must dismiss your child early from school, please send a note to your child's teacher stating the time and reason for the dismissal. The teacher will send your child down to meet you at the office at the appropriate dismissal time where you will sign your child out. ***Students cannot be dismissed between 2:40 p.m. and 3:15 p.m. due to the volume of traffic on Lebanon Ave and the arrival of buses in the front circle.***

Early Dismissal

identification. Once verification is made, a member of the Emergency Team will retrieve the students and they will be bussed to the reunification site.

"Drop/Hold:" During a hurricane or earthquake, students and staff are asked to drop to the floor, move under or by a desk, and hold their hands over their heads.

Emergency

In accordance with the Massachusetts Department of Education Regulations, Allendale Elementary School has an emergency management plan. For emergency purposes, it is extremely important that any changes in contact information be reported to the school office.

Fire drills: In cooperation with the Pittsfield Fire Department, fire drills are held several times throughout the school year. Each classroom has a designated primary fire exit and an alternate exit.

Lock-Down: Lock-Down drills are utilized if a crisis occurs outside of the school and an evacuation would be dangerous and/or if there is a crisis within the building and movement inside the school would put students in jeopardy. This could include an intruder/threatening person either inside or outside of the building. These drills are for the safety and protection of all individuals within the school building. In these cases, students and staff report to each class's designated safe area. If a student or staff are out of the classroom for any reason, they should report to the nearest designated safe area.

Evacuation/Site Relocation: In the case of an emergency evacuation, students will leave the building by way of designated fire exits and proceed to their specific grade level sites on Allendale school grounds. If needed, students will then relocate via the back path where they will walk to our

designated evacuation site, Springside Nursing Home.

"Hold in Passing:" This is utilized when there is not time to evacuate the building and/or it may be harmful to leave the building. This is commonly used during a time in which an area of the school needs to be secured for student/staff confidentiality, severe weather, or hazardous material spills. All teachers and students are asked to remain in their classrooms and can continue on with instruction. If a student or staff are out of the classroom for any reason, they should report to the room nearest to them.

"Severe Weather Shelter-In-Place:" During a severe weather emergency, all students and staff will report immediately to a safe area determined by the Principal or designee.

Reunification Procedure: For safety purposes, parents/guardians are not allowed to go to Springside Nursing Home for pick-up after an evacuation. Parents/Guardians will be reunified with their child(ren) at the Pittsfield Airport. Parents/Guardians will need to fill out forms and produce proper

State Requirements Federal Requirements 34 CFR 300.530-537

For a discipline flow chart, see

http://www.doe.mass.edu/sped/IDEA2004/spr_meetings/disc_chart.doc.

Field Trips



We expect you to follow all school rules when you are on field trips. Before you go on field trips, your teacher will send a notice home to your parents/guardians so they will know where you're going and why you're going. It's important that your parent/guardian gets these notices, so please be sure to deliver them for us. The notice has a place for your parent/guardian to sign, you may not go on the trip unless it's signed! Stearns expectations are always expected on field trips.

Throughout the year the students at each grade level attend various field trips to supplement the educational program. These trips are usually closely

*aligned with units of study in math, social studies, science or language arts. The trips provide an experience that is impossible to duplicate in the school. Guidelines for these trips have been established and will be shared in writing and verbally before each trip. **Financial support is available and parents/guardians should contact the Principal.***

Fire Lane

Do not park on the circle in front of the building. This is a fire lane. Tickets will be issued for fire lane parking violations.

Gathering

The Gathering is a monthly meeting/assembly attended by the entire school. It is an opportunity for all classes to meet together and display school pride. Items of both celebration and concern are shared and presentations from various classes are offered. It is scheduled once a month on a Friday afternoon in the cafeteria at 2:30pm.

Health Information

Ideally, we hope that each student is able to maintain perfect attendance for the school year, but we know that is not always possible. Children cannot do their best work if they do not feel well. If your child is ill, please keep him/her home. We suggest that a child have a normal temperature for at least 24 hours before coming back to school. It is unfair to the child, as well as to the other children, to send him/her prematurely.

If your child has been out with a virus or other infectious disease, please let the school know (499-9554) so that we are aware of the possibility of other children contracting the same disease. The school has to report any infectious diseases to the Public Health Nurse. Infectious or communicable diseases could include, but are not limited to, the following: chicken pox, scarlet fever, streptococcal sore throat, pink eye, impetigo, head lice, scabies and fifth disease.

Proper sleep and nutrition are necessary for a healthy, happy child. Since our students need to go outside during recesses, please make sure that your child is properly dressed for our Berkshire weather.

If possible, please have your doctor schedule any medication to be given at home during non-school hours. When it is necessary for your child to be given medication in school, it must be in a properly labeled bottle from the pharmacy or in the original over-the-counter bottle. A permit must be

completed and signed by parents and physician. These forms are available in the school office. All medication must be delivered to the school by the parent/guardian themselves (not the child) along with the completed permit.

A school nurse is available on a full-time basis to manage existing conditions, onsite illness, and medical emergencies. Medication administration during school hours can be arranged through the nurse's office. Several health screenings are done throughout the year with parental notification (i.e. eyes, ears and scoliosis). The school nurse manages the requirements of your child's school health record. At times physicals may need to be updated. Feel free to call the nurse anytime if concerns or questions arise.

All students in Massachusetts public schools must have the influenza vaccine, and documentation of such to the school, by December 31, 2020. Even students who are participating in the Pittsfield Public Virtual Academy must comply with this requirement.

Last year, Massachusetts had the highest rate in the nation for students receiving the vaccine with over 81% of children between the ages of 6 months and 17 years getting the flu shot. We hope that in light of COVID-19 that families who have hesitated in the past will please consider getting the seasonal flu vaccine.

Students with medical or religious exemptions may be excused from this mandate with appropriate documentation. Students who are on official and approved Home School plans are exempt from this public school requirement.

Instrumental Music Program

Instrumental music classes are offered to third, fourth and fifth graders. Group lessons are given once a week for 30 minutes. Students may choose from strings, woodwinds, brass or percussion. If your child does not own his/her own instrument, they may be rented locally or through School Department approved vendors. At the beginning of each school year, notices will be sent home regarding where and when you can rent instruments.

Invitations

The classroom setting at the primary level represents one where most, if not all, of the children in a particular class share a very close relationship. It can be a very sad experience for a child to not be included in a list of invites. We ask that parents refrain from sending invitations to school unless they include the entire class. A classroom list may be obtained from the school.

Lost & Found

Please be sure to mark your child's outer clothing (jackets, mittens, gloves, hats, boots, snow pants), lunch boxes, toys, backpacks, etc. If it's lost, check the lost and found in the main lobby of the school (it's probably there). Each year we have a large amount of articles left that have not been claimed.

Personal Property

Your safety and your learning are very important to us. We will do everything we can to make school a safe and happy learning place for you and your classmates. There are some things that we believe may interfere with your safety and learning so you should not bring the following to school:

- **Knives (including Swiss Army style pocket knives), toy guns, "popper" explosives, will result in disciplinary action.**
 - Hard balls, Frisbees, skateboards, kites
 - CD players, cell phones, Ipods, MP3 players
- Expensive toys, video games, Yu-gi-oh, Pokémon, or other trading cards

The school cannot be responsible if your favorite personal property is lost, damaged or stolen while you're at school or on the school bus. So, please leave them home!

Photographs

We take lots of pictures of exciting events at Stearns. These pictures are often posted on our web site and Facebook page for you to share with friends and family. There are also times when the local newspaper or the district newspaper visits to write an article on a special event at Stearns.

*Each family receives a district and building photograph release **OPT out** form. Returning this form will state that you do not want your child's photograph published. Please be advised that student names are not posted with pictures on the web site.*

Morning Drop off Procedure

For children who do not ride the bus, the drop off point is at the side parking lot. ***Students are not to be dropped off before 8:30.*** Parents should pull through to the end of the lot before letting the child out of the vehicle. The child may then walk on the sidewalk to the door where a staff member will guide them into the building.

Afternoon Pick up Procedure

For children who do not ride the bus, dismissal is after the busses have left the front driveway. As soon as the busses have exited, vehicles may enter the driveway in two rows. Dismissal is at the left side of the circle where the handicap ramps are located. A number system is used to dismiss the children, so a number must be obtained from the office at the beginning of the school year.

Entry, Exit, Breakfast, Lunch, Transition Procedures

Please see linked document.

Playground

- Stearns' playground area is in the rear of the building. All grades (K-5) will use the same area.
- During the winter months, the children use the playground on a daily basis (weather permitting). Therefore, proper dress is required: boots, gloves, hats and snow pants.
- All children are encouraged to play safely on the playground. Recess is a time for social interaction and we encourage the children to play together. It is important to encourage your child to treat others with respect, do not exclude others from playing, follow the Golden Rule, and do not be too aggressive. There will be no rough playing, and throwing of hard objects (including balls, rocks, sticks, etc.) will not be allowed. No baseball bats (except "wiffle") are permitted other than as a part of our physical education program. Weapon type toys (guns, knives, etc.) will not be allowed in school or on the playground.
- Toys that are brought to school will be kept in the classroom until recess. Children are discouraged from bringing expensive equipment (i.e. iPods, video games) or favorite treasures that could be accidentally broken.

Playground Rules and Regulations

General: All children will be expected to play outside during recess unless the principal or his designee determines that it is too cold for any child to be outside. Other conditions being appropriate, indoor recess will be called only if the temperature falls below 20 degrees Fahrenheit.

Boundaries: Children are to stay in the playground area in view of the duty adult. This means that no one is to enter the parking area or go around the building.

Attire: Children should dress appropriately for the weather and ensure their health. When snow is on the ground, children are to stay in the plowed (asphalt) area unless they are wearing snow boots or other waterproof shoes.

Children are allowed to play in the snow only if they are wearing snow pants as well as snow boots/shoes.

Playground Games: Footballs will be allowed for passing and kicking only. Touch or tackle games are not permitted. Sliding in the snow down "the hill" is permitted if the child is wearing a snowsuit and snow boots/shoes. If they choose, children may join in with games already in progress. Snow sculptures and other creations should be built in the "grassy" area (not the asphalt). All children should respect the creations of others and not destroy them.

The Following Are Not Permitted: Games which involve grabbing, hitting, or any other inappropriate physical contact, bats (except "whiffle"), sleds, and throwing snowballs.

Playground Clean up: Children should be responsible for cleaning up after themselves.

Report Card and Parent Conferences

Stearns has moved to standards based report cards for the 2021-2022 school year. Students will receive report cards three times a year.

Kindergarten- Grade 5

December- Report Card

March- Report Card

June - Report Card

Parent Conferences are time consuming and each teacher has 20 or more conferences to conduct. Therefore, **only ONE conference will be scheduled for each child.**

School Council

The Education Reform Act of 1993 stipulated that all public schools in the state of Massachusetts have a school council. Although the regulations do not prescribe the exact size of the council, it does specify that there be parity between parent and staff representation. Therefore, the Stearns School Council consists of five members: one parent, one teacher, one

representative of our partner in education, one representative of our business partner, and the principal. Faculty and parent members are elected by their respective constituency. In order to keep some continuity, the School Council will keep at least two parent members and one teacher member for the new school year.

The Council meets on a monthly basis and has several additional sessions during the course of the year. In October of 1993, it was determined that the Council would conduct its business meetings using the consensus model. All meetings are open to the public.

The function of the Council is basically two-fold. It oversees the financial operation of the building within the budget provided by the Pittsfield School Department and it is responsible for the development and implementation of a School Improvement Plan on a yearly basis. Copies of the current plan are available to any member of the Stearns Community at the school's website, www.pittsfield.net.

Over the years, the Council has continued to serve as an advocate for the Stearns community and its needs.

School Library

On July 3, 2007, the school library was dedicated and named in honor of Stearns graduate Astronaut Stephanie Wilson. Stearns Library contains books and magazines for grades K-5. Although we have a librarian, parent volunteers are a vital element in maintaining the books, shelving and card catalogue. Each student will visit the library once a week and may take out a maximum of two books. The books may be kept for one week. If the books have not been returned after one week, it is considered overdue and a notice will be sent home. Another book may not be signed out of the library until the overdue book is returned or paid for.

Sexual Harrasment

The Pittsfield Public School Committee is committed to safeguarding the right of students to an educational environment that is free from all forms of sexual harassment. Sexual harassment is illegal and will not be tolerated. Complaints will be investigated promptly and corrective action will be taken where appropriate.

Specialists

Specially trained teachers are provided in the areas of art, library, music, physical education and science. Instruction for each area is provided once a week. Temporary excuses from physical education will be given only upon written requests from parents. Sneakers and socks must be worn for physical education classes.

Stearns School Mission

Stearns School is striving to create a stimulating environment for learning in which all our children have equal access to quality education.

Objectives:

1. To ensure that all children are achieving their ultimate potential.
2. To lead our children in the development of their ability to think clearly and to make critical analyses.
3. To continue to develop the role of the teachers in decisions that affect student learning.
4. To nurture the philosophy that parental involvement helps children learn more effectively.
5. To foster the cooperation and involvement of the entire community in the process of education.
6. To follow the Golden Rule; Treat others like you want to be treated.

Special Services

504 PLANS

A 504 Plan is written when a child has an impairment which "substantially limits" one or more of the child's major life activities. A school team determines if the child meets the eligibility criteria in accordance with the definition of a disability under Federal Statute 504 of the Rehabilitation Act of 1973. Section 504 is NOT an aspect of "special education".

INDIVIDUAL EDUCATIONAL PLANS (IEP)

An IEP is an individual educational plan tailored for each child's unique difficulties. An IEP is written in order to comply with the state requirements listed in Public Law 94-142 for each child who meets certain criteria for special education services. There are two (2) types of IEPs. The first is the "initial" IEP, which is formulated and written by the team upon entrance to a special education program. The second type of IEP is the "annual review". This IEP is formulated after the resource teacher has worked with a student and becomes more familiar with his/her strengths, weakness and needs.

RESOURCE SERVICES

The resource teacher provides services to special needs students as specified in their Individual Educational Plans. The nature and extent of the services provided varies from assistance within the regular classroom in an inclusion model, to a pull out arrangement supplementing regular classroom instruction.

READING INTERVENTION

The reading coach provides services to those children determined to be "at risk" for reading difficulties or those children who could benefit from short-term reading intervention. The type and length of remedial reading service depends entirely upon the grade level and the difficulty that the child is encountering.

ADDITIONAL SERVICES

A school psychologist and a school adjustment counselor provide services to the school on a regular weekly basis. Services from the occupational therapist, physical therapist, and speech & language pathologist are provided as specified by a child's 504 Plan or IEP.

BUILDING ASSISTANCE MEETINGS (BAM)

What is the Building Assistance Meeting?

A Building Assistance Meeting is a problem solving system designed to formulate interventions to deal with student's difficulties in order to increase success in school. A teacher or parent, who has concerns regarding a student, presents them to the team to explore various strategies and options to develop a course of action. Many times a collaboration of people can offer more solutions than one or two people. The Building Assistance Meeting is made up of several people, including the principal, teachers, support staff, school adjustment counselor, and school psychologist.

Why would I be asked to attend a Building Assistance Meeting?

If your child is experiencing difficulties despite interventions and modifications by the teacher and yourself, the teacher may choose to seek the help of the Building Assistance Meeting. You will have generally met with or talked to the teacher before the Building Assistance Meeting is initiated.

What types of problems are addressed?

Basically any behavior that is interfering with your child's learning. For example, your child may have trouble with academic areas despite working very hard or may have problems with peer relationships or behavior.

How will I be notified of the meeting?

The school will notify you by letter or phone call. Your child's teacher may also inform you of the meeting time.

What to expect at the meeting:

First, the number of educators in attendance should not alarm you. As stated above, we are a collaborative group of people that come together to help problem solve. The focus will NOT be on your child's problem, but rather on how we can help to increase success. By coming to the Building Assistance Meeting you are included in the problem solving process, and interventions may include things for your child to do at home or with you. Home-School collaboration is key to the problem solving process.

The meeting is generally 30 minutes and uses the following structure:

Introductions...5 minutes to define the problem...15 minutes to brainstorm possible interventions...10 minutes to summarize, identify interventions and to set follow up meetings (as necessary).

Tardiness

Students' being late to school is a real concern. Not only does the child who is late miss important morning routines and schoolwork, but it is also a serious distraction for the other children in the class. Children are to be in their class by 8:45 am. Exceptions should only be in cases of extreme emergency. If it is necessary for you to bring your child to school after 8:45 am, they must report to the office to sign in before going to the classroom. This will make it possible for the office to keep accurate record of attendance, and will minimize the confusion for the teacher and other children. Parents are not to walk their children to their classroom.

Testing

Parents will be notified before the administration of all standardized tests. The Massachusetts Comprehensive Assessment System (MCAS) tests are mandated by the Commonwealth of Massachusetts, and portions are given in grades 3, 4 and 5 at the elementary level. These tests are administered in the areas of Language Arts, Math and Science & Technology. The results of these tests indicate how well a student has mastered the basic skills at the grade level tested in relation to other students throughout the state.

Visitor Badges

All visitors and volunteers are required to wear a Visitor or Volunteer badge at all times. Badges can be obtained at the sign-in desk located in front of the school office. Please remember to sign in and sign out of the building. During remote learning no volunteers or visitors will be allowed in the building.

Volunteers

We encourage parent volunteers in the school. Volunteers are a valuable resource to staff and students. You are encouraged to be part of the Stearns Community by volunteering your time in classroom activities or in the school library. In addition, supplementary supervision in the cafeteria, playground, or on field trips is always welcomed. CORI checks and completion of the Volunteer Confidentiality Agreement are required for all volunteers. During remote learning no volunteers or visitors will be allowed in the building.

WHERE TO GO WHEN YOU DON'T KNOW WHERE TO GO

There is LOTS of information on the school website...
stearns.pittsfield.net



Questions about:

Health.....	Mrs. Ferris, Nurse (413) 449-9554
Bus Transportation.....	Office (413) 499-9554
Bus Company.....	(413) 499 - 9525
Classroom.....	Teacher
Lost and Found.....	Office
Absence Excuses.....	Teacher/Office
Dismissal Requests.....	Office
Before & After School.....	YMCA at 499-7650 x 27
Other questions.....	Teacher
	Mrs. Shuff-Heck, School Adjustment Counselor
	Sara Luciani, Principal
PTA.....	President: Amy Jones

Vice President: April Mazzeo
Secretary: Jamie LaPrade
Treasurer: Erin Monti

Lunch menus*Office

*Monthly calendar/menu is usually sent home electronically in the Pittsfield Public Schools Family Newsletter the week before a new month starts.
Menus are also available on the school's web site [stearns.pittsfield.net]