Robert T. Capeless

Elementary School

26-27 School Handbook for Students and Families



86 Brooks Avenue
413-448-9665
Pittsfield, MA 01201

Our Mission:

Capeless Elementary School strives to create a community of learners by fostering the strengths and potential of each individual. We embrace the diversity of our community of learners, challenge their intellect and imagination, and celebrate their achievements. Dedicated students, educators, families, and volunteers come together at Capeless to provide a safe, respectful, and nurturing learning environment.

Robert T. Capeless Elementary School Staff Directory

Principal: **Victoria Duma**

Assistant Principal: **Lidia White**

Secretary: **Lisa Donovan**

Kindergarten: **Erin Flynn-Ford/Kelle Hostetter**

Grade One: **Christine Mcdonald /Lindsay Sayers**

Grade Two: **Michele Matthews/ Amber Higgins**

Grade Three: **Darlene Albert/Karen O'Neill**

Grade Four: **Tracy Cusson/Jeanna Newton**

Pre-K: **Melinda Buda**

Reading Interventionist: **Christine Alberti**

General Interventionist: **Karen Pearce**

Special Education Teacher: **Amy Jones**

Instruction and Accountability Coordinator: Morgan Scace

Nurse: Jenifer Tanzman **PSYCHOLOGIST: Lajuana Berry**

School Adjustment Counselor: **April Gardner**

O.T.: Colleen O'Brien **P.T.: Stephanie Davis**

Art: Rebecca Vanderstelt **SCIENCE: Chris Conry**

Speech: TBD **Music: Jennifer Teichert**

PHYS ED/Health: Matthew Straccuzzi/TBD

Band/Orchestra: **Robert Tatten/Juliet Wright**

PARAPROFESSIONALS: **Cheryl Huxtable, Carol Crosier, Bailey Morgan, Typhanie Winchell, Erika Penna, Jackie Almeida, Nancy Pleiter-Sadowy, Cheyanne Lefabvre**

CUSTODIANS: **Deane Steinman/ Henry Simpson**

Attendance Policies

The Pittsfield Public Schools, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, sexual orientation, or gender identity and does not tolerate any form of discrimination, intimidation, threat, coercion and/or harassment that insults the dignity of others by interfering with their freedom to learn and work. [M.G.L. c.76, s5]

As stated in the Pittsfield Public School student/parent handbook, regular school attendance is essential to the total education of the student. Punctual arrival at school and at each classroom activity is essential to minimize disruptions, promote a positive class climate and maximize time on learning. It is a joint responsibility of the staff of the Pittsfield Public Schools and parents/guardians to encourage
students to take school attendance seriously. In the interest of promoting school attendance, provisions shall be established for commending students for exemplary attendance.

We encourage parents 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.

1. EXCUSED ABSENCES

Students must bring in a note after each day they 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. Students will be given the opportunity to make up work for excused absences.

Excused absences may include:

- An illness or injury that prevents the student from attending school. The illness or injury must be verified by a health care provider, school nurse, or parent/guardian.
- A death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis
- Court appearances
- Medical or psychological tests during the school day. The parent must show evidence (such as a note from a health center) that the tests could not be scheduled after school.
- Religious holidays
- Other extraordinary situations approved by the school principal.

IMPORTANT: Excused absences without a doctors note are at the discretion of the principal.

2. UNEXCUSED ABSENCES

Below are a few examples of absences that are unexcused even if the parent sends a note or calls the office:

- Repetitive and chronic absence due to illness or injury. In these cases, the parent 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
- Celebrating a birthday
- 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.

3. TARDINESS

A student is **tardy** if she/he arrives at school late, without an excused reason. When a student is tardy for elementary school, the parent/guardian must report in person to the office in order to admit his/her child for the remaining instructional day.

4. AFTER-SCHOOL ACTIVITIES

Students participating in school activities such as PTO events, dances, concerts and athletics must attend the equivalent of 4.5 hours in order to be eligible to participate in relevant after school, weekend, or vacation events. Parents may appeal emergency cases to the school principal.

5. SUSPENSION DURING SCHOOL EVENTS OR CEREMONIES

Any student who is suspended on the day of a graduation or promotion ceremony will not be permitted to participate in the event. This policy ensures that disciplinary actions are consistently upheld, even during significant school events, emphasizing the importance of maintaining appropriate behavior at all times.

***** 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 the Attendance Officer, the TIPS officer, or school personnel filing a 51A petition for a Child in Need of Services (CHINS) with the Department of Social Services or seeking juvenile court fines pursuant to M.G.L. 76 §2 or criminal charges pursuant to M.G.L. c. 119 §63.

5. DISMISSALS

A parent/guardian requesting an early dismissal for her/his child must submit to the principal or designee a note stating the reason, date and time of the dismissal. Dismissals by telephone are accepted only in rare emergencies and must be verified by the principal or designee, or the child must

be picked up at the office and signed out of school by her/his parent/guardian. Dismissals during school hours must be kept to a minimum.

SCHOOL BUS Information:

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. 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. Transportation to and from school on the school bus is a privilege, and that privilege comes with responsibilities. It is the responsibility of the students on the bus to behave in a manner that will allow the driver's attention to be focused on the road, traffic, and safety of everyone. With that in mind, please note the following rules for behavior.

Please see rules for riding the bus below:

Students must:

- ★ Listen to the bus driver and follow directions. Students will respond immediately to the driver's directions.
- ★ Be seated and stay seated on the bus at all times. Children are never permitted to stand or walk around on the bus while the bus is in motion.
- ★ Never lean out of the window. Keep heads, hands, and arms inside the bus at all times.
- ★ Engage in a quiet activity. Speak quietly on the bus. Use inside voices on the bus.
- ★ Do not fight, argue, pull, push, shove, shout, scream, tease, etc.
- ★ Keep their belongings on their lap.
- ★ Enter and exit the bus, one child at a time, and use the handrail for assistance.
- ★ Do not eat or drink on the bus.
- ★ Do not mark, litter, or damage the vehicle.
- ★ Behave on the bus so as to ensure the safety of everyone on the bus and in the streets.
- ★ Use of cell phones and iPads is prohibited on the bus

****Failure to obey the rules of proper behavior on the bus leads to suspension from the bus**. If any student's behavior continues to interfere with the safety of everyone on the bus, he/she will lose transportation privileges for an extended time.

Pittsfield Public Schools

Rules for All Bus Riders, Every Day, Every Trip



I arrive at the bus on time, stay in my seat, and only leave my seat when exiting the bus.



I listen, acknowledge, and respond to directives and requests.

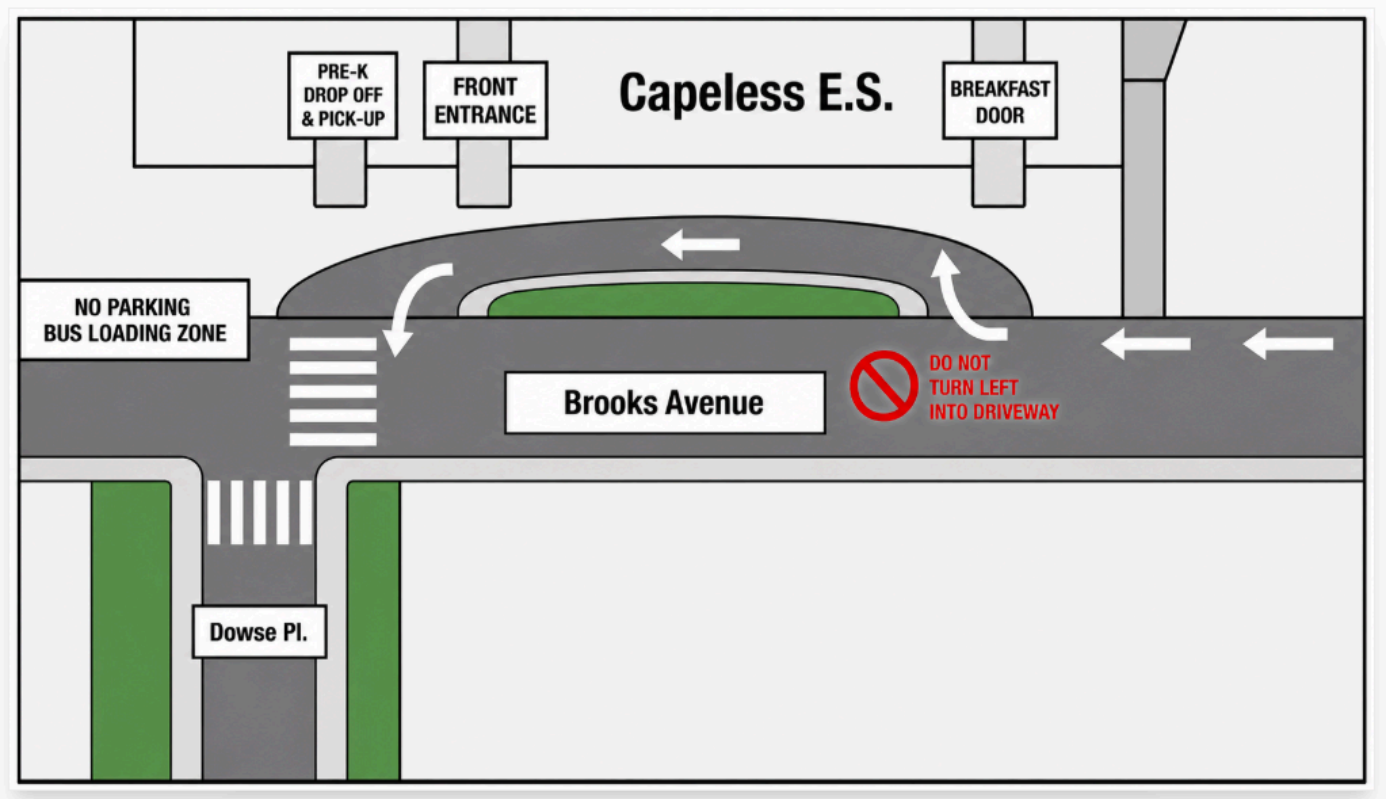
- **Food or drink is not permitted while riding the bus**
- **Keep your voice low, using respectful language**



I stay safe and respect others' personal space.

- **There is no physical contact with other bus riders, the driver, or the monitor**
- **There is no photo, video, or voice recordings of others**

TRANSPORTATION TO AND FROM SCHOOL



School Arrival Procedure:

Bus riders: Bus riders will be dropped off at the bottom of the school's front sidewalk.
Walkers: Walkers should take the safest route directly to school, using all sidewalks and crosswalks whenever possible.
Car riders: All cars should enter the school's front driveway on the school side of Brooks Avenue (please avoid left turns into the driveway). Cars should pull into the FRONT driveway and up to the school's sidewalk single file, no passing or pulling around. Students should unload the vehicle on the sidewalk side only in the designated unloading zone. Cars must remain single file at all times until complete exit of the driveway to ensure safety for all.
* **All students in grade 3-5 will enter through the front door of the school. Students in grades K-2 will enter in the left side grade 2 door.**

School Dismissal Procedure:

Bus riders: Bus riders will be picked up at the bottom of the school's front sidewalk.
Walkers: Walkers should take the safest route directly home, using all sidewalks and crosswalks whenever possible.
Car riders: All cars should enter the school's front driveway on the school side of Brooks Avenue (please avoid left turns into the driveway). Cars should pull into the FRONT driveway and up to the school's sidewalk single file, no passing or pulling around. Students should load the vehicle on the sidewalk side only in the designated loading zone. Cars must remain single file at all times until complete exit of the driveway.
* **All students in grade 3-5 will exit through the front door of the school. Students in grades K-2 will exit from the left side grade 2 door escorted by an adult.**
***ALL changes in transportation from school must be documented in writing, signed by a**

parent/guardian, with a phone number and submitted to the school's front office.
Link: Entry, exit transitions

Car Line
Reminders:

Capeless School experiences an extremely high volume of car traffic at arrival and dismissal time. Below are some tips to make our car traffic safe, and move quickly and smoothly.

- The car line begins at the bottom of the school driveway on the school side of Brooks Avenue
- No arrival drop off before 8:40 AM (unless students are coming to breakfast) – The dismissal line enters the driveway at 3:25 PM.
- Please use parking on Brooks Avenue and Dowse Place for escorting your child to the building only – no drop offs from the street allowed
- For your safety and to ensure the line moves quickly, when dropping off or picking up students in the carline please stay in your vehicle.

Capeless Food Service

School Meals

Capeless School will be participating in Community Eligibility Provision. Under Community Eligibility Provision only full meals can be considered as a no charge meal. Each student may receive one free breakfast and one free lunch per school day. Students who wish to buy 1 or 2 food items or an additional meal must have funds at hand:

- Either cash or sufficient positive balance on their meal account.
- No charging of additional meals or food items will be allowed. Parents can access www.myschoolbucks.com to fund meal accounts.
- Lunches include fresh fruit and veggies, more whole grains, less sodium and fat, and nonfat/ low-fat milk.

The cost of lunch is $2.15 for any lunch over the free lunch provided. (milk .40) Parents are urged to prepay lunches. You may pay for your child's meals by check, cash, or online at www.mylunchmoney.com. My Lunch Money offers a free, convenient and safe payment method with low balance notification.

School lunch menus are sent home with your child each month and can also be found on our school website: http://capeless.pittsfield.net/.

Peanut-free tables are available in the cafeteria for anyone who has a peanut allergy. For safety reasons, we request that students who bring beverages to school should transport them in non-breakable containers. We do not permit students to drink soda and we encourage students to bring healthy snacks for their classroom snack time.

Curriculum

Parent Requests for Accommodations for Religious Reasons

Added handbook language for families: **Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Pittsfield Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.**

Process for Responding Teachers/staff will share any such requests with the Principal who then in turn will notify a designee at Central Office.

The Principal and Central Office team (including legal) will discuss the request and work directly with the family on a case-by-case basis.

Communications to the School

Visiting the School: School office hours are 8:40 AM-3:25 PM

We welcome visits to our school, but to ensure the safety and security of our students we require all parents, volunteers, and visitors to report to the office to sign-in and receive a badge. When delivering a “forgotten” item to school for your child, please leave the material at the office. A member of the staff will see to it that the item is promptly delivered.

We encourage you to contact us to share any concerns, questions, suggestions, or successes. We need constructive input from all members of the school community to keep our school on the path of continuous improvement. When expressing a concern or sharing a suggestion, we invite you to be a part of the solution. It is so important to bring our collective best thinking to the table when problems arise. To that end, when communicating with us about an issue, we encourage you to first contact the person who has the closest knowledge of your child’s day-to-day progress at school: your child’s teacher. As teachers are busy in their classrooms for nearly the entire school day, the best way to get in touch with your child’s teacher is to leave a message with the school office with a phone number where you can be reached. The teacher will then contact you when s/he has some time available outside of classroom responsibilities.

If the issue is not resolved at that level, or you wish to connect with us about a school-wide

issue, you may contact the principal through the school office. Please know that if this is a classroom or child specific issue, the principal will first ask if you have already spoken with the teacher as this is where the first round of conversation needs to take place. Often, many issues are clarified and resolved through a parent-teacher conversation.

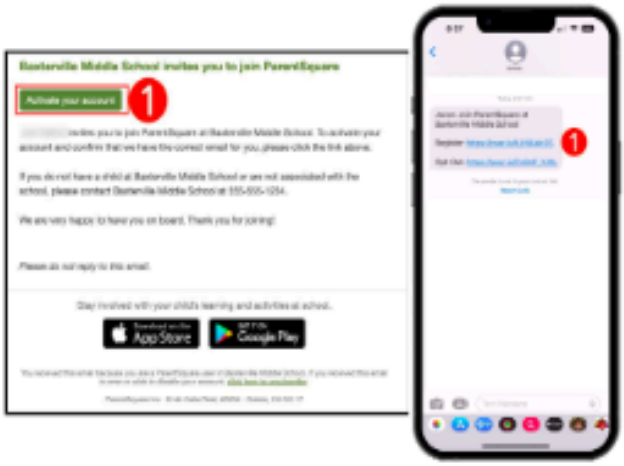
Building Assistance Team: We also have available at our school a team to help when student issues (academic or behavioral) persist after initial parent-teacher conferences and the implementation of interventions that have come out of those conferences.

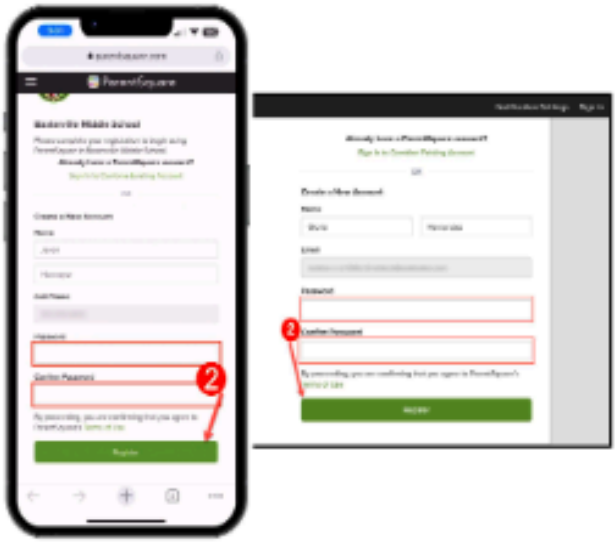
Parent Square

At Capeless, we use ParentSquare as our primary means of communication with families. ParentSquare makes it easy for you to report your child's absence and reach out directly to classroom teachers, specialist teachers, and any other staff members. Teachers and the principal also share newsletters and important updates here, so please be sure to check ParentSquare regularly to stay informed and connected!

Parents & Guardians Getting Started Guide

1. Open the invitation email or text. Click **Activate your account** or tap the link to activate your account.

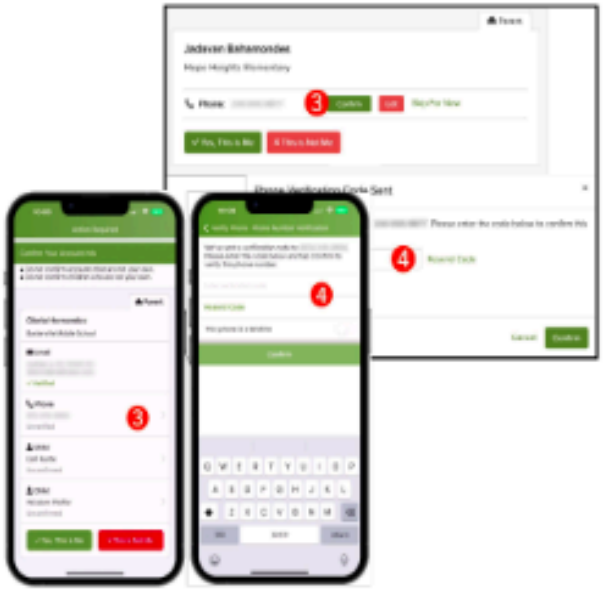




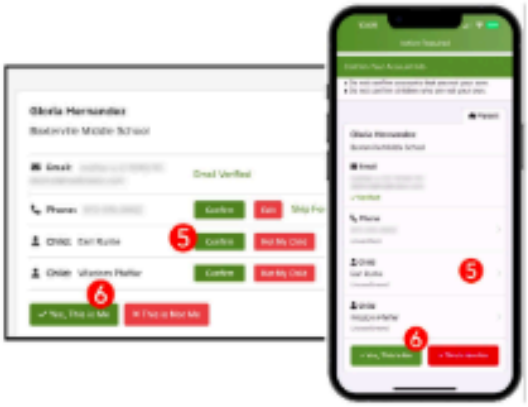
2. Create a Password for your ParentSquare account and click **Register.**

3. Click **Confirm** for your phone number and/or email. A verification code will be sent to the email or phone number.

4. Enter the verification code to confirm.



ParentSquare



5. Confirm your child(ren) by clicking **Confirm**. Use Not My Child if a child listed is not associated with your account.

6. Select **Yes, This is Me** when you have confirmed your contact information and child(ren) associated with your account.

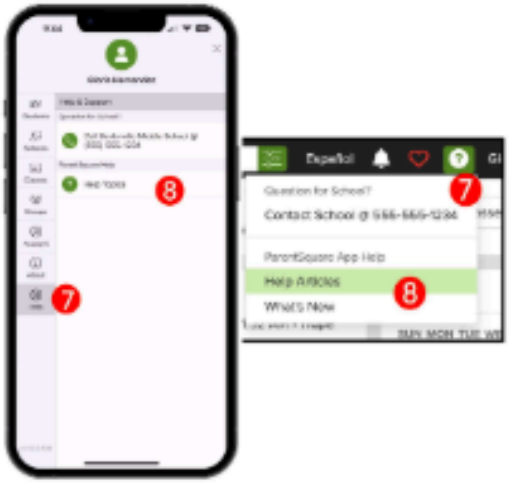
Name misspelled?
Wrong email or phone number?
Missing a child on your account?

Contact your child's school to get this information updated.

Once you are logged in to ParentSquare, you will be able to access self-paced training modules, video resources and help articles to assist you with using ParentSquare.

7. Click **?** (Help) for help or your school contact information.

8. Select **Help Articles** to learn how to use ParentSquare.



The ParentSquare apps are free and available in both the Apple iOS and Android stores.

Building Assistance Meetings

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.

NOTE: A PARENT HAS THE RIGHT TO REQUEST A SPECIAL EDUCATION EVALUATION WITHOUT GOING THROUGH THE BUILDING ASSISTANCE MEETING PROCESS.

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, you should not be alarmed by the number of people in attendance. 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 a follow up meeting as needed.

Pittsfield Public School Wellness Policy

Pittsfield Public Schools Wellness Policy:

The **Pittsfield School Committee** is committed to aiding students with school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Schools **shall limit celebrations that involve food during the school day to no more than one party per class per month**. Celebrations for birthdays will occur once per month and food will be provided by the cafeteria.

PLEASE DO NOT BRING FOODS FROM HOME FOR CLASSROOM CELEBRATIONS (this includes, cakes, cookies, candy, foods with high sugar and low nutrition). Beverages not allowed shall include: diet drinks, soft drinks containing caloric sweeteners, energy drinks, iced teas, fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners. For questions regarding this policy, please contact the **Superintendent's office, 499-9512.**

This Policy WILL be strictly enforced. Please do not bring birthday cakes or cupcakes for your child's class. We will have to send them home

Capeless: A Responsive Classroom School

The Capeless School has implemented the Responsive Classroom program at all grade levels. In an effort to assist students in developing their intellectual, social, and cultural strengths. Crucial to the success of this initiative is a consistent application of instruction and example through modeling that places a strong emphasis on commonly shared human values: honesty, fairness, and respect. Our collective journey toward that goal as a school community is implemented across the grades and throughout the building by developing and strengthening students' social skills: cooperation, assertion, responsibility, empathy, and self-control.

Each of our teachers has been trained in the Responsive Classroom approach through the Northeast Foundation for Children (Greenfield, MA) In order to ensure expertise in all classrooms. While space In this format does not allow us to provide all the details of the program we believe it is important that we make you aware of the six basic components:

1. **Classroom Organization** that provides active interest areas for students, space for student- created displays of work, and an appropriate mix of whole class, group and individual instruction.
2. **Morning Meeting** format that provides children the daily opportunity to practice greetings, conversation. sharing and problem-solving, and motivates them to meet the

academic challenges of the day ahead.

3. **Rules end Logical Consequences** that are generated, modeled and role-played with the children and that become the cornerstone of classroom life.

4. **Academic Choice** for all children each day in which they must take control of their own learning in some meaningful way, both individually and cooperatively.

5. **Guided Discovery** of learning materials, areas of the room, curriculum content and ways of behaving that moves children through a deliberate and careful introduction to each new experience. There is no assumption that children already know how to do something before they begin.

6. **Assessment and Reporting** to parents is an evolving process of mutual communication and understanding.

The research conducted on the Responsive Classroom approach clearly indicates that as student success builds in the area of social skills, there is a direct correlation in increased academic success.

Capeless Follows the Three Rs

Be **R**espectful

Be **R**esponsible

Be **R**eady to Learn

Capeless School uses:

Positive Behavior Intervention Support

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms).

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve

lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Capeless teachers and staff encourage all students to make correct and appropriate choices concerning acceptable behavior. While this process works for most students, there are interventions we take to correct behavior problems at their onset. The consequences for inappropriate student behavior are implemented as follows (please note that the term parent also includes legal guardians).

Examples of CLASSROOM-BASED CONSEQUENCES FOR UNACCEPTABLE BEHAVIORS

(most discipline problems are resolved at this level)

- Positive practice ("being respectful in the classroom means....")
- Reminder of the rules
- Verbal reprimand
- Over-the-shoulder correction
- Record of behavior
- Planned ignoring
- "Sit-and-think" and/or "buddy teacher" with a brief problem-solving form
- Loss of privilege
- Use of problem-solving form with discussion
- Restitution (restore/ repair damage done- wash desk, write apology, etc.)
- Use of daily report form
- Call to parents/guardians

Classroom Expectations: Developed in Classroom (1-3 for each of 3 Rs)

Classroom Consequences:

- verbal reminder of expectation
- take a break – separate place in classroom
- *buddy teacher – documentation only
- *office referral – office referral in Panorama

Playground Expectations:

- stay within playground boundaries
- find an adult when someone is hurt
- use equipment safely as it is intended to be used
- share equipment and take turns
- always use kind words
- include everyone in group games
- line up immediately and appropriately when recess is over
- students must report a playground incident to the playground supervisor immediately during recess time

Playground Consequences:

- verbal reminder of the expectation
- take a break on bench
- loss of privilege and/or choice of activity

Cafeteria Expectations:

- students sit at safely at designated seats – no more than six to a table
- quiet voice in kitchen area
- students will be called by a teacher to clear trays and clean table
- quiet tables will be called by a teacher to line up
- “zero” voice when in line and traveling in the hallway
- teacher leads line out to recess (grades 4/5)

Cafeteria Consequences:

- verbal reminder of expectations
- reassignment of seat
- communication home to family

Buddy Teacher:

Buddy Teacher is an effective system for providing students a safe place to regain self-control and be ready to learn in the classroom. Buddy teachers are a pair of teachers in nearby rooms who have agreed to lend each other a hand with time- out, a non-punitive strategy for helping children regain their self-control. In most cases, time-out takes place in the children’s own classroom: A child who is not following the rules is calmly and matter-of-factly asked to go to a designated spot in the room for a minute or more to refocus before returning to the group. For those times when a student refuses to go to take a break, continues to act out while there, or resumes disruptive behavior upon returning to the group, teachers need a simple and effective way to handle the situation. Buddy teacher time-out is one such method. Oftentimes, simply by removing the stimulus in the child’s own classroom and having them move to another space is effective as allowing the child to regain self-control. A student may only need to spend a few minutes with the Buddy Teacher and is sent back to class.

OFFICE REFERRAL

Behavioral incidents are classified by severity as teacher/ classroom managed or Principal/ office managed. The following are examples, but not limited to behavior requiring an office referral:

- putting self or others’ safety at risk
- continued disruption of teaching and learning not resolved by take a break and/or buddy teacher
- aggression or threatened aggression (physical violence/ fighting)
- bullying – defined as being exposed repeatedly, over time to negative actions on the part of one or more persons
- possession of a weapon or instrument used as a weapon – toy weapons are not permitted at school and may be considered for consequences as a real weapon if found to be used in a threatening manner

Consequences of Office Referral:

Consequences may vary depending on the severity of a behavioral incident but typically progressive disciplinary action is taken including:

- verbal reminder of expectations and reprimand - call to family
- loss of privilege – loss of recess may only be a result of unsafe or aggressive recess behavior – call to family
- in school suspension – call/ and or meeting with family
- out of school suspension – meeting with family, principal, teacher and School Adjustment Counselor

In the event of chronic severe behavior that consequences have not resolved, a Functional Behavior Assessment will be completed and a behavior plan will be implemented in collaboration with principal, teacher, School Adjustment Counselor and family.

Immunizations

An up-to-date immunization record is required for every student. Each student's record is reviewed by the School Nurse to ensure compliance with Massachusetts State Law.

Medications

Massachusetts Law requires that all medication that must be administered during school hours be brought directly to the School Nurse by a parent/guardian. All medication must be in a properly labeled pharmaceutical container. The School Nurse will dispense the medication as directed by the physician. A written order from the doctor and written parent permission must accompany the medication. Long-term medications require a special form to be completed by the physician and parent. This form may be obtained from the School Nurse.

Medical Exemption from Physical Education

If physical activities are restricted for a medical reason, a signed note from the doctor or the parent/guardian must be presented to the Health Office. If the exemption is to be for an extended period of time, written documentation must be presented from the physician.

Health Screening

All students are scheduled for vision, height, weight, and hearing screenings each year. Fifth grade students are also screened for scoliosis.

Illness

If your child feels ill in the morning, please keep him/her home. Although good attendance is desirable, a sick child should never be sent to school. Please call the school, if your child will be absent. Since we are not equipped to function as an infirmary, but as a first aid station, students who are ill cannot remain at school for any length of time. Please be sure that the school has names and up-to-date telephone numbers of the persons to be contacted in the event of illness or emergency. We want to provide each child with a safe and healthy environment. The nurse should be made aware of any pertinent medical information, i.e., allergies, medications, and/or physical restrictions. Any parent/guardian who has a health related concern should feel free to contact the School Nurse at 448-9660.

Pittsfield Public Schools Dress Code

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 are particularly concerned with t-shirts, which might be **inappropriate** for school:

Spring/Summer clothing that expose midriffs or might be too short (shorts/skirts)/ We also 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!

STUDENT ATTIRE

Personal appearance is an individual matter. No one, however, has the privilege of disregarding the norms of reasonable dress. Attire that could interfere with the learning process is not allowed. Students will be counseled on an individual basis if their attire is improper. Parents/guardians will be contacted if there is a question regarding a student's attire. Clothing must always conform to safety standards of the particular class. The following dress code was drawn up by a committee of parents, teachers, administrators, and students:

- Hooded jackets or sweatshirts with drawstrings cannot be worn on or around play or work equipment.
- Clothing is to be clean and neat without holes or tears.
- The bottom of the top overlaps the top of the bottoms.
- Spandex and Lycra are acceptable only when worn over or under less revealing garments.
- Obscene, vulgar, racist, sexist or other offensive pictures, words, or slogans are prohibited.
- Hemlines of skirts or shorts must fall below fingertips when arms are relaxed at sides.
- Shoes/sandals must be worn at all times. (Flip-flops are not safe attire)
- Hats (caps, berets, scarves) of a non-religious or cultural 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.

****Recess during the winter: Please be sure to send your child to school with appropriate clothing for outdoor play in the snow. Please be sure that your child has a hat, mittens/gloves, boots (and a change of shoes for indoors), a winter coat, and snow pants. We recommend writing your child's name on all of his/her clothing.*

****Indoor recess: On rainy days or days when it is extremely cold (below 18 degrees), student have recess in their classrooms where they have the opportunity to play board games, draw, read, or work on the computer.*

FAMILY PARTICIPATION

Family members can be a valuable resource for the classroom teacher. It is our desire to promote greater involvement of families in school activities. To this end, we encourage family members to participate in the following ways:

- serving on School Council
- participating as a volunteer library aide, and/or

classroom helper to accompany your child's class on field trips
- attending PTO meetings, assisting PTO sponsored events (i.e. roller skating, fund raising)

FIELD TRIPS

At various times during the year, classes may take field trips to enrich the curriculum. A permission slip will be sent home with details about each trip and will require your written consent for your child to participate. The permission slip must be signed as written; any modifications will void the document.

If your child takes medication during the school day, arrangements for administration on the trip will be made in collaboration with the school nurse, teacher, and family.

If you are interested in chaperoning a field trip, a CORI check form must be completed and approved before you can participate. Please see Mrs. Donovan in the front office for the CORI form.

INVITATIONS

The distribution of invitations for out of school activities and parties is discouraged. Invitations will not be distributed in school unless the entire class is invited.

LOST AND FOUND

Found items are kept in or near the school office. Found items that are identified with the child's name will be returned. With this in mind, please remember to label your child's clothing. Parents are encouraged to check the Lost and Found for missing items. Items not claimed will be given to a charitable organization.

PLAYGROUND SAFETY AND ACCEPTABLE TEMPERATURE

Equipment is checked on a monthly basis by the maintenance department. Unsafe equipment will be closed or removed. All items brought from home need to be approved by the classroom teacher and/or recess aide for safety and appropriateness (e.g., balls, jump ropes, etc.)

Children should be properly clothed for daily outside play. When snow covers the ground, students should be prepared with a coat, snow pants, snow boots, hat and gloves or mittens. Children are sent outside for recess when the temperature is 20 degrees Fahrenheit or above – the wind chill is 15 degrees Fahrenheit or above, and playground conditions permit safe play.

We encourage all students to go outside for recess on outside recess days. We understand that children with asthma or those returning after a serious illness may need to occasionally stay in. If your child needs to stay in for more than a day or two, you will need to provide us with a doctor's note specifying the reason.

P.T.O.

Capeless is most fortunate to have an active and supportive Parent/Teacher Organization.The PTO holds its meetings once a month (September through June). Each year, the PTO supports students and staff through a variety of special programs and fundraisers as well as by assisting in classrooms, library, or on field trips. Your involvement in PTO is essential.

SCHOOL COUNCIL

The School Council is a community based committee composed of the principal, parents, teachers and a community member whose purpose is to help shape the policies and programs of the whole school. They assist the principal in preparing the School Improvement Plan and the Foundation Budget.

Capeless School Council has members that include staff members, parents and community members. Meetings are held in the early evening. A School Council Schedule is available on our school website and in family newsletters.

RELEASE OF STUDENT PHOTOS, MEDIA INTERVIEWS

Highlighting achievements in our schools is an integral part of reporting responsibly to our community and is a way of sharing in the success of our school and students. However, it is our primary goal to respect your privacy. During the year, we often have the opportunity to photograph and videotape students in a variety of school related activities. Student recognition programs, academic programs and fine arts programs are a few examples of these activities.

As such, these personally identifiable photographs and/or videotapes may be used in communication tools such as the district newsletter, calendar and in communicating with the media such as allowing interviews or photographs with students. The district reserves the right to deny media requests for student interviews at any time. Please provide a written statement to the school in the event that you do not want your child's photo to be used in public communications.

SCHOOL CANCELLATION

School cancellation due to weather or other emergency situations is carried by the following FM radio stations: WBEC 105.5,WBRK 101.7,WUPE 95.9 and TV Channels 6,10, and 13 as well as Connect-ED.

For more information regarding Pittsfield Public Schools, please refer to the District Handbook.

Homeless Assistance

Consistent with the Federal McKinney-Vento Homeless Education Assistance Act, homeless students are defined as those who lack a regular, fixed nighttime residence including supervised temporary accommodations (see definition, Policy STU-14). Students have the right to stay in their school of origin for the entire time they are homeless, even if they move to a different school district. Students who move into permanent housing during the school year can still finish the year in the same school. They may also choose to enroll in a school within the new zone, town or

city where they live temporarily. Transportation will be provided unless your new address is within walking distance of your child's school. For help, call the Deputy Superintendent's office, which serves as the district's homeless liaison, at 499-9510.

Pittsfield Public Schools
Title One Program Home/School Compact

Capeless Elementary School

2026-2027

Capeless School and the families of the students participating in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESSA) agree that this compact outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards.

Capeless School will strive to:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Core programs that are aligned with the Massachusetts Curriculum Framework
    - Through a formative assessment cycle process that provides both intervention and enrichment
- Hold parent/guardian conferences at least each November during which this compact will be discussed as it relates to the individual child's achievement.
- Provide families with frequent reports on their children's progress. Specifically, the school will provide report cards at least three times per year & progress reports when needed.
- Provide families with reasonable access to staff. Specifically, please email, or phone, the staff to arrange a meeting.
- Provide families opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: parent/teacher organizations, School Council, Parent Liaison events, academic celebrations, and "fun" nights, to name a few.
- Respect and value the uniqueness of each child and his/her family.

We, as families, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Helping my child to read each day.
- Volunteering in the school.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school promptly.
- Reading all notices from the school or the district.
- Serving, to the extent possible, on policy advisory groups such as the School Council and district Curriculum Advisory Board.
- Assisting my child in the implementation of Capeless' School-Wide expectations.

As a student, I will strive to:

- Show respect for myself, my school, and other people around me.
- Work cooperatively with other students and staff.
- Do my homework every day.
- Read at least 30 minutes every day outside of school time.
- Accept responsibility for my own actions and resolve conflicts peacefully.
- Comply with our school expectations: Safe, On Task, Agreeable and Respectful.
- Seek assistance from my teacher(s), the School Principal, the School/Community Coordinator, or the School Adjustment Counselors when I have a problem with school work.

APPENDIX

2026-2028

BULLYING PREVENTION
and
INTERVENTION PLAN

Pittsfield Public Schools
Pittsfield, Massachusetts 01201
2026-2028

Pittsfield Public Schools, in partnership with students, families, and the community, empowers all students to thrive and build a more equitable and just world.

Appendix B

Principal Guidelines Anti-Bullying Information to be Included in both Employee and School Handbooks

The following information must be included in your Employee and School Handbooks:

- The name and contact information for the principal and administrative designee tasked with conducting bullying prevention investigations
- Include all the following italicized content in the Anti-Bullying section of these documents.

Included are selected portions from the 2026-28 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:

A. *in any school building and on all school grounds*
B. *in district provided virtual learning environments and learning management systems*
C. *on property immediately adjacent to school grounds*
D. *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*

E. *at a school-sponsored or school related activity, function or program whether it takes place on or off school grounds*
F. *through the use of technology or an electronic device that is owned, leased or used by the school district or school*
G. *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. It 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.*

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. Click here to access the Suspected Bullying Reporting and Determination Form.

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. Suspected Bullying Reporting and Determination Form. 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.

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.

To the extent practical, given their 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 and restorative actions are necessary as guided by the 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:

C. *Offering individualized skill-building or restorative sessions;*
D. *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;*
E. *Implementing a range of academic and nonacademic positive behavioral interventions and supports to help students understand prosocial ways to achieve their goals;*
F. *Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;*
G. *Developing individual behavior plans to include a focus on specific social skill development; and*
H. *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 BPIP and with the district 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 their designee with the student and parents afforded full due process rights. Updated in 2022, amended G.L. c. 71, §37H¾ now requires, before suspension, that school officials consider alternatives to suspension and support disciplinary decisions with written documentation unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

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. When warranted, 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 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.

24-25 Pittsfield Public Schools Cell Phone Regulations Graphic

Pittsfield Public Schools Cell Phone Regulations

Cell phones, earphones, and smartwatches must be turned off and put away during all instructional periods.

1st Violation	2nd Violation	3rd Violation	4th Violation
Educator supported	***Educator & administrator supported***	***Administrator supported***	***Administrator supported***
Students are asked to place their phones in the classroom holder for the duration of the period. The educator documents the incident that day, notes it as a first infraction, and contacts the caregiver by phone or email to inform them.	The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log and contacts the student's caregiver by phone or email. **The student may retrieve their phone at the end of the school day.**	The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log, and the school administrator contacts the caregiver by phone and email. The student is assigned a half day of RISE. **The student may retrieve their phone at the end of the school day.**	The educator requests assistance, and the phone is held in the main office for the day. The educator completes the incident log, and the school administrator contacts the caregiver by phone and email. The student is then assigned one day of RISE. **Parents or caregivers are required to pick up the cell phone.**

Continued Infractions - *Administrator supported:* An educator requests assistance, and the phone is brought to the main office. The student is assigned either RISE or OSS. **Parents or caregivers are required to pick up the cell phone.**

*Refusal to hand over the phone to an administrator would result in a full day in RISE and may include OSS for subsequent infractions.

*Students with sensory disabilities and/or medical needs may need to have cell phone access as an accommodation. For example, hearing-impaired students use phone-mediated Bluetooth listening devices, and visually impaired students listen to text read aloud.