

# **PINE COBBLE SCHOOL**



## **STUDENT AND FAMILY HANDBOOK 2025-2026**

163 Gale Road  
Williamstown, MA 01267

(413) 458-4680 Fax: (413) 458-8174

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# SECTION 1: INTRODUCTION TO PINE COBBLE SCHOOL

## MISSION

*The mission of Pine Cobble School is to cultivate in each student a lifelong passion for learning, a strong sense of self-worth, and respect for others throughout the community.*

## VISION

Our collaborative, inclusive community embraces the natural world, learns deeply and joyfully, and builds lives of purpose.

In order to achieve our vision for social impact we are committed to:

- Designing relevant interdisciplinary learning
- Nurturing a culture of inclusion
- Learning in and from the natural world

## CORE VALUES

**Community:** A community like ours doesn't just happen; it is actively fostered and maintained. Our alumni/ae consistently report that the relationships they developed with Pine Cobble School classmates, faculty, and students in other grades are some of the most important of their lives.

**Character:** At Pine Cobble School life centers around a set of core character pillars, or values: respect, forgiveness, gratitude, compassion, responsibility, honesty, perseverance, courage, and awareness. These values are more than mere words; they are apparent in all facets of the life of the Pine Cobble community. They are integrated in curricula, encouraged in the lunchroom and on the athletic field, used as the basis for arts projects, referenced in campus traditions, and modeled by our faculty and staff. Students know these values. They understand what these values look like in real life. Over time students come to embody these values themselves.

**Safe and nurturing environment:** At Pine Cobble School we know that students learn best – and are at their most curious, engaged, and ambitious – when they are confident in themselves and supported by their peers and teachers. Unfortunately, this is too often a rarity in education. We are proud to say that it is a common experience at Pine Cobble School.

**Passion for teaching and learning:** Pine Cobble School develops strong, competent young people who are capable not only of succeeding in the contemporary world but also of doing so with passion and purpose. Our academics are rigorous and highly individualized; no matter a student's strengths, they are challenged as a thinker, a scholar, an athlete, and a citizen. Our goal isn't simply to prepare students for what comes next, but rather to instill in them the spirit and confidence that allows them to live with courage, curiosity, and vision.

## DIVERSITY, EQUITY, INCLUSION, & BELONGING

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

-Audre Lorde

Pine Cobble School is committed to diversity, equity, inclusion, & belonging. We strive to create an identity-affirming community where every member feels a sense of belonging. This is achieved through deliberate efforts to embrace differences and recognize that our varied voices, perspectives, and backgrounds make us stronger. We evaluate our policies, programs, curricula, and ourselves each day to ensure that this commitment is reflected in all aspects of who we are.

All stakeholders are expected to examine assumptions, embrace their responsibility to challenge inherent bias, and contribute to our welcoming and supportive community. We also continue to adopt new practices and curricula that highlight the stories and voices of people from underrepresented groups.

## GUIDING PRINCIPLES FOR EQUITY AT PINE COBBLE SCHOOL

### Identity

*We strive to find our voice as citizens of our community and in the world and therefore reflect on our identities while actively considering the perspectives of others.*

### Classroom Pedagogy, Curriculum, and Assessment

*We as a faculty co-construct equitable classrooms with our students by using culturally responsive practices to build skills necessary to participate in an inclusive environment.*

### Community & Family Relationships

*Families and community members are engaged in building a strong culture of inclusion.*

### School Culture

*We demonstrate equity-mindedness by making teaching, learning, curricular, and leadership decisions through the lens of equity and inclusion.*

**Leadership** *The school's leadership and Board of Directors are engaged in and guided by principles of equity and inclusion.*

## WELCOME FROM THE HEAD OF SCHOOL

In the weeks and months ahead, your children will experience an educational journey rooted in the fundamental principles of child development and cognitive science; one which strives to harness children's strengths, enlist their passions, and cultivate an understanding of who they are as learners and explorers, and as individuals and citizens in a larger global community. At Pine Cobble, students learn to be **Brave Navigators of Change**, **Tenacious Problem-Solvers**, and **Innovators** in their pursuit to discover what's possible.

In a time and context when children more than ever require a foundation that prepares them for an unpredictable and evolving future, Pine Cobble students learn to be curious and imaginative, stewards of their environment, and relentless in their regard for kindness towards one another. Teachers work with grace and gratitude as their guides, extending a genuine interest in the unique gifts and challenges

of each child. As educators, we hold ourselves and our students to the highest of standards in a holistic educational pursuit. At the core, Pine Cobble students develop an appreciation for the liberal arts, expanding their thinking through exposure to the performing and fine arts, interdisciplinary projects and research, exploration of the outdoors and the natural world as their classroom, and intentional opportunities to practice and refine their public speaking, performance, and communication skills.

Partnership with families is essential to our mission. Children thrive when their support systems are aligned. When children are challenged in ways that reflect a belief in their capabilities, and when they are offered a pathway that connects with their passions, their growth is unlimited. Open and honest communication and a partnership with families provide the necessary conditions for students to thrive. We invite you to be curious with us as we support your children in being the best version of themselves they can be.

We look forward to working with you!

Jill Romans, Ph.D., L.P.  
Head of School

## **INTRODUCTION TO THE BOARD OF TRUSTEES**

Pine Cobble School's Board of Trustees exists to make decisions designed to enhance the viability of the institution for the current students.

The Board of Trustees holds the School in trusteeship or stewardship for the future. Trustees are custodians of the institution's integrity and hold in trust the School's future as well as its past.

The Board is a voluntary, self-perpetuating group consisting of up to twenty-one voting members. Membership is drawn from past and present guardians, alumni/ae, and community leaders. The Head of School is *ex officio* and does not vote. Each trustee serves a one-year initial term and can be elected to two three-year terms thereafter. The Board has an Executive Committee consisting of the President, Vice President, Secretary, Treasurer, and one additional person appointed by them. Other committees are formed to address Board issues as required and may include members who are not Trustees. Board meetings are generally scheduled four to six times a year.

### **2025-2026 Board of Trustees**

Leticia Smith-Evans Haynes, President  
Timothy Carr, Vice President  
Christopher Cluett, Secretary  
Shirley Edgerton, Member-At-Large  
Judith Bookbinder  
Rebecca Gold Cellana  
Averill Cook, Jr. '98  
Amy Mendes  
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Jennifer Walsh Singer '92

### **Trustees Emeriti**

James Briggs '83  
Jonathan Cluett  
Jennifer Flinton Diener  
Joseph Finnegan  
Charley Stevenson  
John Strachan

## SECTION 2: GENERAL INFORMATION

### AT-A-GLANCE CALENDAR 2025-2026

August	28	Thursday	New Family Orientation
September	1	Monday	Labor Day — PCS Closed
	2	Tuesday	First Day School
	5	Friday	Back to School BBQ
	23	Tuesday	Rosh Hashanah — PCS Closed
	24-25	Thur-Fri	School Photos
	25	Thursday	Back to School (Caregiver) Night
October	2	Thursday	Yom Kippur — PCS Closed
	13	Monday	Indigenous Peoples' Day — PCS Closed
	17	Friday	Grandparent & Special Friends' Day
	24	Friday	Caregiver/Teacher Conferences; No classes-ASK available
November	4	Tuesday	Faculty Professional Development; No classes-ASK available
	11	Tuesday	Veterans Day — PCS Closed
	26-28	Wed-Fri	Fall Break - PCS Closed
December	11	Thursday	Parent/Caregiver Re-Enrollment Meeting
	19	Friday	Last Day of Classes before Winter Break
	22-23	Mon-Tues	Winter Break; No Classes-ASK available
	24-Jan 2		Winter Break — PCS Closed
January	5	Monday	Classes Resume
	9	Friday	2026-2027 Financial Aid Applications Due
	19	Monday	Martin Luther King, Jr. Day — PCS Closed
February	16	Monday	President's Day — PCS Closed
March	6	Friday	Re-enrollment Contracts for 2026-2027 Due
	13	Friday	Application Deadline — New Students
	20	Friday	Last Day of Classes before Spring Break
	23-27	Mon-Fri	Spring Break; No Classes-ASK available
	30-Apr 3		Spring Break — PCS Closed
April	6	Monday	Classes Resume
	17	Friday	Caregiver/Teacher Conferences; No Classes - ASK available
	20	Monday	Patriots Day — PCS Closed
May	6	Wednesday	2026-2027 Parent/Caregiver Preview
	25	Monday	Memorial Day — PCS Closed
	26	Tuesday	Faculty Professional Development; No classes-ASK available
June	4	Thursday	Graduation Grade 8 (2:00 pm)
	5	Friday	Last Day of School: Recognition Day, followed by End of School Picnic

## SCHOOL HOURS

Pine Cobble School opens at 7:45 a.m.; for children who arrive and are dropped off between 7:30 a.m. and 7:45 a.m., there is a supervised early morning study hall in the Dining Room. The academic day begins at 8:00 a.m. and ends at 3:10 p.m., except on Fridays during the winter sports program when the day for Kindergarten - Eighth ends at 4:30 p.m. ASK Club (outlined later in Section 2) is available until 5:30 p.m.

**The speed limit on campus is 10 M.P.H.**

## SAFETY IS OUR TOP PRIORITY: DROP-OFF, PICK-UP, CARPOOL, AND PARKING PROCEDURES

Safety is our priority for everyone, and so we ask that you follow our procedures carefully. The roadway that goes to the Lower School was intended as one way – while it has been modified to accommodate two-way traffic - it remains narrow. Please drive with extreme caution.

### Drop Off:

- Drop off for early morning ASK for all grades is in the Dining Room in Cluett.
- Drop off for students in Beginners through Third grade is in the Lower School parking lot.
- Drop off for Students in grades Four through Eight is in the main parking lot.

Guardians are asked to exercise caution and patience and follow the directions of staff. **Please do not park or pick-up on the roadways.** It both hinders the flow of traffic and is potentially unsafe. There are four short-term visitor parking spaces by the main entrance to Cluett. These spaces are for visiting families and those who will be using them for a short period of time. The front circle is to be used only for drop-offs and pick ups during the school day. **Please do not park in the front circle, even for a short period of time.** The fire chief has expressed that there should not be any cars parked in the circle.

### Pick-Up:

- Students in Beginners through Kindergarten are picked up in the Lower School lot.
- Students in grades First through Eighth are picked up in the main parking lot.

Children in Beginners and Pre-Kindergarten **who leave mid-day** should be picked up by guardians promptly at 12:00 noon outside of the Lower School Building (you may wait in your car for a teacher to bring your child to you). The gate will be opened at 11:50 am, and will close again at 12:10 pm. Those who are at school all day will be escorted by their homeroom teacher(s) to the Lower School parking lot at the end of the day.

If you have multiple students at Pine Cobble, please pick up all your students at your youngest's pickup location. Older siblings will be sent to the Lower School lot for pickup if they have siblings in Early Childhood.

For questions or concerns regarding pickup or dropoff, please contact Head of School Dr. Jill Romans at [j.romans@pinecobble.org](mailto:j.romans@pinecobble.org).



## LATE ARRIVAL, EARLY AND LATE PICKUP PROCEDURES

The gate will go down at 8:00 a.m. each day. Once you are in the morning drop off line in the Lower School parking lot, you will be able to exit even if it is after 8:00 a.m. If someone is exiting after 8:00 a.m, please do not try to enter while the gate goes up for them, as this will create a dangerous situation. The gate will go up at 2:50 p.m. each day.

If your student is in Beginners through Third Grade and arrives at school late (after 8:00 a.m.), the student must be signed in at the Front Office by a guardian first, and then walked to the student's classroom by the parent/guardian. If your student is in Fourth through Eighth Grade, you may drop your student at the front circle and your student **must** come to the Front Office to sign in prior to going to class. **The student will be marked as present, but tardy.**

If you are picking up your student early, park in the main lot or use the visitors' spaces and go to the Front Office in Cluett. ALL STUDENTS MUST BE SIGNED OUT IN THE FRONT OFFICE IN CLUETT BY A GUARDIAN IF THEY ARE LEAVING AT ANY TIME OTHER THAN THE USUAL DISMISSAL TIME.

Please use the [attendance@pinecobble.org](mailto:attendance@pinecobble.org) email to notify the School in advance of all planned absences, including those due to observances of religious holidays and medical appointments. Whenever possible, medical appointments should be made so as not to conflict with the school day. Absence from school for reasons other than an emergency, health-related reason, or religious observance is strongly discouraged and will be marked as unexcused. Because vacations are generous in length, it is expected that families will not take extra days at vacation times. While missed assignments may be made up, in-class discussions and activities can not truly be replicated.

Students who are not picked up by 3:20 p.m. will be walked to ASK (After School Kids') Club in the Lower School building (for grades Beginners - Third Grade) and in the dining room (for grades Fourth - Eighth).

As there are so many moving parts in a school, it is required that guardians communicate with the main office about any changes to your student's daily transportation routine. We understand the desire to call or text the student directly, but this proves distracting to the student, class, and school day.

### **When Parents/Guardians are out of town:**

Parents/guardians should notify the main office and homeroom teachers when they plan to be out of town, including who will be caring for their child in their absence.

## BUS TRANSPORTATION

During the 2025-2026 school year, the Green Mountain Express will be operating with a scheduled stop twice daily at Pine Cobble School. The Green Mountain Express is a public transportation service and not operated by Pine Cobble School. If you wish to learn more about the Green Mountain Express, please contact them directly at (802) 447-0477.

During the 2025-2026 school year, the state of New York offers a school district operated school bus for students with the Berlin Central School District. This transportation choice is coordinated with each family and the school district directly.

## **AFTER SCHOOL KIDS' (ASK) CLUB**

Pine Cobble School offers an afternoon program for Beginners through Eighth grade students. This program begins at 3:10 p.m. and ends at 5:30 p.m. each day. For Beginners through Third grade, free play and a variety of activities and outdoor play are offered. A supervised study hall and time for outdoor play is offered for Fourth through Eighth Grade students. We ask that you pack additional food for your student if you know they are staying for ASK.

ASK pick-up has specific sign-out procedures. For Beginners through Third Grade students, a guardian/designated caregiver **must** sign their student(s) out with the lead ASK teacher. Changes in pick-up plans must be communicated to the main office staff during regular school hours. After regular school hours, changes in plans must be communicated through the ASK Coordinator.

ASK will be open for an additional fee of \$51 per day (\$36 for half day) on in-service days and during the first week of Winter and Spring Breaks, with prior sign up at least two weeks in advance. Without prior sign-up at least two weeks in advance, ASK activity days may be available depending on current enrollment and capacity. Please register in advance through the website.

There will be no ASK Club on federal holidays, the second week of Winter and Spring breaks, and on Graduation Day. The ASK Coordinator, Megan Davenport, can be reached via email at [m.davenport@pinecobble.org](mailto:m.davenport@pinecobble.org)

### ***Rates:***

ASK daily program after school:

- **Annual Rate** | \$870.00 (billed as \$290.00 on October 1, January 1, and April 1)  
Annual rate includes after school hours on regular school days.
- **Daily Drop-in Afternoon Rate** | \$16.00  
Please inform your student's homeroom teacher if you plan to send your child to ASK on any given day.

ASK Activity Days (registration and billing per day enrolled):

- **Full Day Rate** | \$51.00
- **Half Day Rate** | \$36.00

## **HEALTH, EMERGENCY, ACTIVITY, AND TRIP (HEAT) PERMISSION FORMS**

As an independent school, Pine Cobble School does **not** conduct health examinations in the manner required by the state for all public school students. It is, therefore, strongly recommended that guardians consult with their health care providers to ensure that these health examinations are carried out for their student(s).

**Pine Cobble School requires that every student have a physical exam and a statement of health and immunization, completed by a primary care physician on file with the School, updated annually. The form must be filled out and signed by your student's primary physician BEFORE your student begins school. Pine Cobble School must have one Health, Emergency, Activity, and Trip (HEAT) Form per child in our office prior to the start of the school year. This form must be completed annually.**

## **HEALTH GUIDELINES**

The school makes every effort to promote the health and well-being of all students. Please inform the office of any illness or emotional stress your child may be encountering. We, too, will call you when we have concerns.

Every student needs to be able to participate in all aspects of our school day. Therefore, in the best interest of a sick student's health, as well as the health of other students, teachers, and staff, Pine Cobble School has established guidelines for preserving the health and well-being of the PCS community.

Parents are asked to keep students at home from school when a communicable health condition is confirmed or suspected, which may include but is not limited to COVID, pink eye, chicken pox, influenza, pertussis, a new and undiagnosed rash, skin sores, or blisters, or untreated head lice. Students may be worried about falling behind; the teachers will work together to devise a plan for helping students complete missed work once they are feeling better.

If your student exhibits any of the following symptoms, or if your student is obviously ill, please keep your student home.

**FEVER:** A fever of 100 degrees or higher and/or a sore throat, rash, vomiting, cough, diarrhea, earache, irritability, or lethargy. Students must be fever-free without using any fever-reducing over the counter medications for 24 hours prior to returning to school.

**DIARRHEA:** Two or more bouts in a 24-hour period, especially if a child appears or acts ill.

**VOMITING:** Two or more times within 24 hours.

**RASH:** Body rash, especially with fever and/or itching. Heat rashes, and allergic reactions are not contagious.

**SORE THROAT:** When accompanied with fever and/or swollen glands in the neck.

**PINK EYE:** Inflammation and redness of the white part of the eye (conjunctiva), swelling of the eyelids, often accompanied by discharge. This can be very contagious.

**LICE:** Children must be lice and nit free.

**APPEARANCE/BEHAVIOR:** If you suspect your student is ill, e.g., unusually tired, pale, lacking appetite, or lethargic, a day of rest at home is often the best medicine.

**Should a child appear ill, or become ill at school, we will contact you and request that you pick up your student as soon as possible.**

## **MEDICATION & EMERGENCY MEDICAL RESPONSE POLICIES**

A SCHOOL NURSE IS **NOT** PRESENT ON CAMPUS DURING, BEFORE, OR AFTER SCHOOL. By Massachusetts law, only a registered nurse can assess a student and give medications, except for EpiPen administration or self-administered inhaler. All faculty and staff are certified in CPR and first aid.

### **MEDICATION POLICY**

Pine Cobble School does not administer **any** over-the-counter or prescription medication to any student at any time except in the following instance: epinephrine auto-injections will be administered in life-threatening situations, and, when necessary, may be self-administered. If your student is in need of medication during the school day, you will need to make arrangements to personally dispense the medication to your student.

### **EMERGENCY MEDICAL RESPONSE POLICIES**

#### **ALLERGIC REACTION**

Examples of symptoms include: difficulty breathing, shortness of breath, wheezing, difficulty swallowing, hives, itching, swelling of any body part.

Action Plan:

- 1) Use EpiPen if prescribed and available.
- 2) Call 911.
- 3) Call the guardian.

#### **ASTHMA**

Student is wheezing, experiencing difficulty breathing or shortness of breath.

Action Plan:

- 1) If a student has an inhaler, allow them to use it with a faculty member standing by the student.
  - 2) If no relief of symptoms in five minutes, call 911.
  - 3) Call the guardian.
- or-
- 1) If no inhaler is available, call 911 immediately.
  - 2) Call the guardian.

#### **SEIZURE**

Student has altered consciousness, involuntary muscle stiffness, or jerking movements, drooling/foaming at the mouth, temporary halt in breathing, loss of bladder control.

Action Plan:

- 1) Protect the student from falling or injuring themselves on anything. **DO NOT PUT ANYTHING IN THE STUDENT'S MOUTH.**
- 2) Call 911.
- 3) Call the guardian.

## ABSENCES

If your student is absent, please email the attendance line: [attendance@pinecobble.org](mailto:attendance@pinecobble.org) so we may notify the appropriate teacher(s). If you are unable to send an email, you may leave a message on the main office voicemail, 413-458-4680, ext. 10, although there may be a delay in receiving this information. Using the email address whenever possible is preferred to help us record accurate daily attendance in the morning.

It is very important for students and families to communicate closely with the school regarding any circumstances that prevent a student from regular attendance. The Assistant Head of school, or Head of School, reviews multiple absences and may request a meeting with parents to discuss the academic status of students who have missed several days of school during any given semester. If absences are due to medical reasons or other extenuating circumstances, the administration may grant a waiver from the attendance policy. If a student has reason for extended absences or a modified schedule due to medical needs, the school may offer a medical leave (*see below*).

Pine Cobble School has a generous vacation schedule and observes a number of state, federal, and religious holidays. Families are expected to make every effort to align vacations with Pine Cobble School's calendar. **If a student accrues 10 absences not related to illness or known extenuating circumstances during a semester, the parents will be contacted and the School Administrative Team may request a conference with the parents to discuss the student's academic standing.**

## TARDINESS

Our school day begins promptly at 8:00 a.m. Teachers take attendance at this time. Students are considered tardy if they arrive after 8:00 a.m. and must sign in at the main school office. Students must also arrive promptly for each class and will be marked tardy if they are late. The Head of School will contact parents if a student is consistently tardy to school or class.

Students in the Beginners classrooms have an unstructured playtime from 8:00-8:45 am. Students will not be marked late in these classrooms unless they arrive after 8:45 am.

## PLANNED ABSENCE PROCEDURE

If a student plans to miss school because of a family trip or other event that the family considers important, the parent/guardian should contact the main school office ([attendance@pinecobble.org](mailto:attendance@pinecobble.org)) at least **one week** in advance of the absence. The student will work with their teachers about missed assignments and length of time allowed for making up missed work.

Students who miss school due to religious observances will be given time to make up work after the holiday. Students are not expected to complete school work during religious observances.

## MEDICAL LEAVES AND OTHER ACCOMMODATIONS

It is important that students and families work closely with the school when a student's health status warrants special accommodations because of a serious health condition. Academic accommodations because of a student's serious health condition are based on each unique circumstance. The school

may make academic accommodations based on a diagnosis from the medical professional caring for the student and a family's commitment to the recommended treatment. The school will determine whether an accommodation can be made without fundamentally altering the academic program or causing the school an undue burden. Please see the Medical Leave process outlined in the following pages for additional information.

## **FIELD TRIPS**

Guardians are required to sign a trip permission form for field trips at the beginning of each year. Teachers will notify families of each specific trip. Teachers carry copies of student emergency forms with them on each trip. Students are reminded that on field trips they represent Pine Cobble School and should act accordingly and demonstrate exemplary behavior. **All school rules apply during trips.** Expectations are outlined by the teacher(s) ahead of time. If a guardian chooses not to send their student on a day or multi-day field trip, it is Pine Cobble School's expectation that the student will remain home for the day. The nature of the absence (excused or unexcused) will be determined in accordance with absence guidelines outlined above (see Absences).

## **LOST AND FOUND**

There is a Lost and Found box in each building. Guardians should label clothing and school items with their student's name. Students are encouraged to check regularly for missing items.

## **MESSAGE DELIVERY**

Messages will be delivered to students through the main school office. It is not reliable to leave a message on a faculty or administrator's voicemail since their schedules may not permit retrieval in a timely fashion. Most arrangements should be made ahead of time, and students are not permitted to use their phones to make last-minute family and/or personal plans. Guardians and students should, therefore, not communicate electronically or on personal cell phones during the school day. If a student has to reach home during the day, they must use the phone in the main school office.

## **SCHOOL CLOSINGS AND EARLY DISMISSALS**

Television channels 13 WNYT, 23 WXXA, 10 WTEN, and 6 WRGB and radio station WBTN 1370 AM will broadcast any notice of school closure. Whenever possible, decisions will be aired by 6:00 a.m. You will also receive a phone call from the Head of School on your home and/or cell phone via One Call Now, a service we utilize to contact our families quickly. Due to the wide geographic locations of our students and the resulting differences in road conditions, these decisions may not seem appropriate in every local situation. Even if the School remains open, guardians in areas where driving may be hazardous are encouraged to make their own decisions on attendance. Students will not be penalized for such absences. School closings are also posted on our website, [www.pinecobble.org](http://www.pinecobble.org).

In the event that students must be dismissed early due to inclement weather or an emergency, you will receive a One Call Now message and an e-mail.

## THE STUDENT BODY

Pine Cobble School is located in the heart of the Berkshires and is known both for its academic traditions and a rich cultural life that provides many opportunities for growth outside the classroom. Students come from Williamstown and neighboring communities within a fifty mile radius encompassing southern Vermont and eastern New York. The School does not discriminate on the basis of race, gender, color, religion, ethnic or national origin, or sexual orientation and seeks to maintain representation from all socioeconomic levels.

## COMMUNICATING QUESTIONS and/or CONCERNS

Any guardian with a question or concern should call the individual most directly and closely involved in the situation. Generally, the homeroom teacher is the appropriate person to call. **If you are not sure whom to approach, please call the main school office for directions (413-458-4680).**

For questions or concerns about a student's social or emotional wellness, please contact your child's primary teacher, or Dr. Jill Romans, Head of School ([j.romans@pinecobble.org](mailto:j.romans@pinecobble.org)).

For questions or concerns about academics or assessments, please contact Vanessa Simo, Dean of Academics ([v.simo@pinecobble.org](mailto:v.simo@pinecobble.org)).

For questions or concerns about faculty or programs, please contact Dr. Jill Romans, Head of School ([j.romans@pinecobble.org](mailto:j.romans@pinecobble.org)).

## SECTION 3: ACADEMICS

Families receive a report card twice per year. There are two opportunities for formal conferences throughout the year on days when there is no school for students. We believe that communication among students, guardians, faculty, and the administration is of utmost importance. If you have questions or concerns about your child, we encourage you to seek additional understanding as we partner to support your child in their growth and development cognitively, emotionally, physically, and socially.

## COMMUNICATION WITH FAMILIES

The faculty works in close partnership with caregivers in an effort to provide the best possible education for our students. We encourage parent/guardian communication and invite you to contact us whenever we can be of help to you or your child.

If your child has a documented learning difference, or other challenges of which we should be aware, please check with the Dean of Academics, Vanessa Simo ([v.simo@pinecobble.org](mailto:v.simo@pinecobble.org)), to make sure we understand the situation. Parents/Guardians may contact teachers at any time during the year with questions or concerns. An informal conference with a teacher may happen at any time if there is a perceived need to do so.



### ***Respecting Boundaries and Confidentiality:***

Teachers may only discuss the behavior, academic progress, or concerns of your child with you. Please refrain from asking the teachers for information about other children.

We ask that you do not approach a teacher with concerns or about school-related business if you happen to run into them outside of the school (i.e., at the store or at an athletic event). If this happens, teachers will encourage you to schedule an appointment during school hours.

### ***Contacting a teacher:***

- If you would like to schedule a meeting with your child's teacher, please send an email, describe the reason for the meeting, and suggest some possible times.
- Electronic Communication should utilize only a teacher's official school contact information (such as Pine Cobble email or voicemail extension).
- Students and caregivers should refrain from texting, using a teacher's personal email account, or communicating with teachers using social media.
- If you have a concern, remain curious and ask questions. Be concise. Refrain from judgment and remember there are usually multiple sides to the story. In the end, your student's perception is their reality, and the goal is to keep the conversation focused on your child.
- Send the email you would like to receive. Don't send emails in frustration or anger. It may be better to sleep on it and contact the teacher in the morning.
- Teachers are expected to return emails in a timely manner (24hrs on business days, 48hrs over a weekend) and are not expected to read or reply to emails after school hours.
- If you have more than one paragraph to write, a phone call may be more effective. Please email the teacher and ask them to call you when they can. Providing some information about the topic/question/concern is always helpful. The teacher can then be fully prepared to answer your questions.
- Before and immediately after school are difficult times to try and "catch" a teacher, even with something little. As of 7:45 am, teachers are ready to greet and assist students. After school, teachers are often checking in briefly with students or following up on last minute details for the day. Use email as much as possible for quick updates.

If you need immediate attention during the school day, please go to Taylor Collins in the main school office (email [t.collins@pinecobble.org](mailto:t.collins@pinecobble.org), phone call 413-458-4680, or in person). Teachers are not always able to check (or respond) to emails during the day. Ms. Collins can notify your student of a message, or if an emergency, make sure a message is delivered to your student or a teacher when warranted.

## **COMMUNICATION FROM SCHOOL TO FAMILIES**

**Classroom Information:** Homeroom and specialist teachers publish newsletters with regular updates about course curricula, events and activities. In the Upper School grades, caregivers are encouraged to check Google Classroom. An email will be sent to guardian email(s) at the beginning of the school year to sign up for weekly or daily notifications from this learning platform. Upper School teachers use Google Classroom to communicate missing assignments and general information about classes.

**Monday Messenger:** Each Monday, families will receive an electronic newsletter from the school. These weekly messages are intended to provide a summary of happenings on campus, reminders about upcoming events or important deadlines, messages from the Parent Teacher Group or Leadership Team, and to highlight the experiences of your children at school. Please watch for these messages weekly and take the time to read through the information shared.



**Back To School (Caregiver) Night:** This annual evening event offers the opportunity to meet teachers, visit classrooms and converse with school administrators. Our faculty/staff will share important details and information such as curriculum content, home-school communication, homework, class schedule, school calendars, and special projects. Parents/guardians are strongly encouraged to participate in this informative evening. School-aged childcare is available to facilitate this process.

**Conferences:** Conferences offer face-to-face communication between teachers and families about an individual student's performance, progress, and ongoing goals. Structured academic conferences occur twice per year depending on a child's grade level and specific needs. Conferences may also be scheduled on an as-needed basis at the request of either parents/guardians, teachers, or members of the School Leadership Team. Academic conferences are held in October and in April. Conference dates are on the main calendar, and we encourage parents to make note of these dates in advance, to avoid scheduling conflicts. **We ask that you not take a vacation during this time with an expectation of rescheduling these conferences.** Conferences may be rescheduled for another date only at the discretion of the Head of School in the event of family emergency or illness.

**Report Cards:** Grade reports are sent to parents/guardians twice a year, in December and June. Reports are a combination of narratives and checklists. Upper School students (grades 7 & 8) will also receive a midterm grade each semester.

## **HOMEWORK**

Homework is designed to support and expand upon what is taught in class. While rigorous and thought-provoking, homework should not be overwhelming. Students and guardians are asked to notify teachers if the child is consistently unable to complete the work in a reasonable amount of time. Upper School students will often have long-term projects and papers that involve careful planning and budgeting of time.

Since the main school office is a busy place and there is only one school coordinator, guardians are asked not to call and request that homework be gathered for the child. If children will be away for an extended period, classroom teachers should be notified at least a week in advance so they can prepare work for the child to take along. Although many activities occurring during the student's absence cannot be recreated after their return, alternative assignments and readings may be provided.

Vacation weeks during the school year should be reserved for rest and recreation, so homework is not assigned. Teachers encourage reading for pleasure over vacations and sometimes ask individual students to continue working on certain skills or catching up on late assignments over a break period.

## **EXAMS**

Final exams or year-end projects are given in academic subjects in grades Six through Eight. Each teacher will provide the student with information regarding the material to study. Exams are designed to be completed in one and one-half hours, but students may be afforded additional time if needed. Teachers also have the option of giving take-home tests or essays, or assigning final projects in lieu of traditional exams. The exams count as ten percent of the final grade for the year.

## **HONOR ROLL**

High Honors:            90 or above in all subjects.

Honors: 80 or above in all subjects.

Effort/Citizenship Honors: All 1's and/or 2's.

- Effort and Citizenship Ratings (Scale of 1-4)
- General Citizenship (Scale of 1-4)
  - 1 - Exceeds grade level standard
  - 2 - Meets grade level standard
  - 3 - Approaches grade level standard
  - 4 - Below grade level standard

## **STANDARDIZED ASSESSMENTS AND SCREENINGS**

Pine Cobble School administers annual ELA (DIBELS) and Math (Easy CBM) screenings to all students in grades Kindergarten through Eighth. Fourth through Eighth grades also take a standardized writing assessment (WrAP). These assessments are used both to identify potential needs for individualized instruction and to help Pine Cobble School evaluate our curriculum and instruction.

## **SUPPORT SERVICES**

Classroom accommodations and support by teachers are the first steps in meeting a student's classroom needs. Advice from our learning specialists, faculty, administrators, guardians, outside therapists, and physicians may be solicited before a specific plan is implemented.

The faculty of Pine Cobble School provide extra help during, before, and/or after school, depending on teachers' personal or professional commitments, and, in the Upper School, during Extensions. Teachers may request that a student stay at a particular time for help, and guardians and/or students may request an appointment. It is important to plan these sessions ahead of time, since teachers, guardians, and students may not be available for a last-minute session. The school may recommend outside academic or therapeutic services to be arranged by the family, at their expense, to sufficiently meet the student's academic, physical, or social emotional needs.

The school has a tiered structure for learning support. Reading and Math specialists are available for students whose needs cannot best be met solely in the classroom. The specialist may provide testing, tutorials, or small-group instruction. Families, teachers, students or staff may complete an intervention referral form to seek the most appropriate level of learning support.

Students' schedules are adjusted to allow them to take classes at the appropriate level, to allow tutorial and/or enrichment time. Individual teachers adjust expectations when needed to provide the opportunity for success. Classmates of children with special needs are encouraged to be supportive and understanding.

A student's home school district is required to provide services that Pine Cobble School does not have available, such as speech, occupational therapy, and psycho-educational evaluations. A referral is submitted to the Special Needs Administrator in the student's home district. Referrals may also be made to specialists in private practice or at clinics.

## TUTORING POLICY

The relationship between a teacher and student is important and is at the foundation of a student's ability to succeed in a classroom. All teachers work with all students to develop skills within the context of their classroom. Students are strongly encouraged to utilize the resources available on campus for academic support, especially scheduled sessions with teachers, before or after school. However, in some cases, families may decide to seek additional help in the form of off-campus tutors. Private tutors are not permitted on campus, and **Pine Cobble faculty members may not provide tutoring services for pay to students** unless tutoring is arranged through Pine Cobble, happens on campus, and does not pose a conflict of interest.

When utilizing off-campus tutors, parents and students are responsible for sharing academic materials and resources with the tutor; Pine Cobble teachers are not responsible for working with outside tutors. All communication with the outside tutor must be done by the family who has hired the tutor.

Families and students should take care to ensure that tutors provide appropriate and proper assistance that is consistent with the values of Pine Cobble and our academic honesty policies (see Major School Violations). Tutors may assist students in reviewing key concepts and information, but they may not complete tasks for students. The following are forms of assistance from tutors on assigned work that are considered to be inappropriate and can be treated as violations of academic integrity:

- Composing or rewriting words, phrases, sentences, and/or sections on assignments, including essays and projects
- Writing in notes and/or "showing work" on submitted assignments
- Showing students unauthorized sources online or otherwise, such as applications, programs, and answer keys
- Providing students with access to tests and/or quizzes from previous years of the same Pine Cobble class
- Providing students with answers to assigned problems

This list of specific examples of inappropriate assistance is not meant to be comprehensive, and additional forms of assistance may also be considered to be violations of academic integrity.

Inappropriate assistance from tutors on assigned work can result in an academic honesty violation for students. If a teacher believes that a student has submitted an assignment in which they have received inappropriate assistance from a tutor, the teacher will notify the Dean of Academics.

## SOCIAL/EMOTIONAL & BEHAVIORAL SUPPORT:

Teachers and students work together to resolve issues stemming from social or behavioral concerns. Conflict resolution, mediation, and concern meetings are vehicles for encouraging students to settle disputes peacefully and in a manner acceptable to all.

Students whose social or behavioral actions lead to infractions of the code of conduct will meet with the teacher involved, the student's classroom teacher, and the Head of School. Since the purpose of discipline is to help students behave in a safe and appropriate manner, a first referral usually results in a discussion with the student on how to modify behavior to meet the expected standards. Each case is handled on an individual basis. At Pine Cobble School, infractions are viewed as growth opportunities. In these situations, physical and emotional safety of students are our top priorities. Once safety is

ensured, the Head of School will work with all involved to guarantee appropriate lessons are learned and all involved can move forward.

Pine Cobble School does not employ the services of a school counselor. When the mental health or behavioral concerns of a student in any division preclude a student from regular attendance in class or appropriate progress toward academic requirements, or places an undue burden on school staff that significantly disrupts or alters the classroom experience for others, an outside evaluation and/or leave of absence may be required. In these circumstances, the teacher may employ multidisciplinary problem solving and intervention, collaborating with the Leadership Team to identify the course of action to support the student. The Assistant Head of School, and/or Head of School, may confer with families to make appropriate referrals for additional evaluation or assessment, medical consultation, and/or initiation of outside mental health therapies.

If more intensive therapies are needed to address a student's mental health and associated medical concerns, or to support the student in their ability to attend class or participate in the academic program, a Medical Leave or Separation may be warranted. In accordance with the School's Medical Leave Policies, academic accommodations may be granted based on a diagnosis from the medical professional caring for the student AND a family's commitment to the recommended treatment.

### **MEDICAL LEAVE OR SEPARATION**

Instances may arise in which a student's health concerns interrupt their ability to participate in the school program. The following provisions have been designed to allow students to leave school because of medical or psychological concerns.

### **MEDICAL LEAVE OF ABSENCE**

A medical leave of absence is directed by the Head of School for the management of physical or emotional illness that cannot be adequately treated on campus. **It is not an instrument of discipline, and it should be understood that a student on medical leave retains their place in the school.**

In the case of medical leaves that are not more than one week's duration and do not interfere with major obligations (e.g., examinations), arrangements for departure and return can be made through the Assistant Head of School or Head of School. In cases in which course requirements cannot be met, the faculty will be asked to consider appropriate actions, which might include waivers, reduction of academic requirements, reclassification, or other changes in the program. The Head of School is responsible for coordinating any changes and communicating the resolution of those issues to the student's family. Prior to a student's return to school, the school administration will evaluate the current status of the student's health with the professionals providing care during the student's medical leave. The school will exercise the right to make the final decision about a student's ability to return to school. If a student's return is conditional, requirements will be clearly communicated to the family by the Assistant Head of School and/or the Head of School prior to the student's return. Continued outpatient treatment may be a condition for return.

Medical details surrounding a leave will be considered confidential. Release of medical information will require consent and will not be a part of the academic report. In the absence of an Assistant Head of School, the Head of School shall oversee and direct the Medical Leave process.

## MEDICAL SEPARATION

A medical separation from the school is authorized by the Head of School for the management of physical or emotional conditions that prevent or severely limit a student's ability to meet obligations in the community. Although a medical separation involves the loss of a student's place in the school, it leaves open the possibility of application for readmission. A medical separation is reserved for a student who has demonstrated effort to adjust, but for reasons of illness cannot meet the requirements of the school community. With respect to that student's enrollment agreement, a medical separation is deemed to be a withdrawal from the school.

## SECTION 4: PRINCIPLES OF SCHOOL LIFE

### EXPECTATIONS OF PINE COBBLE SCHOOL STUDENTS

Pine Cobble believes the qualities of one's character are learned and should be practiced regularly to develop the whole child. Adults serve to facilitate reflection, problem solving, and restorative practices as students practice those actions that define good character and ethical decision making. The underpinnings of that work with students of all ages are our Pillars: **Respect, Forgiveness, Gratitude, Compassion, Responsibility, Honesty, Perseverance, Courage, & Awareness.**

The expectation of all members of the Pine Cobble School community (students, educators, caregivers) is that we will do our best to live in accordance with the rules and norms.

- Rules exist to ensure the physical and emotional safety of students and are non-negotiable.
- Norms are established in communities with one another and reflect shared guidelines for conducting oneself within that community towards shared goals; norms are generated in consideration of the needs and perspectives of both self and others. Norms provide general guidelines for meeting Major School Rules and cultivating a welcoming, curious, and diverse community of learners.

Parents play an important role by modeling for children respect for education, for faculty and staff, for classmates, for the school, and for one another.

### DRESS CODE

It is the responsibility of the student and their family to make sure the student arrives on campus dressed appropriately for each day's activities. Pine Cobble School has five buildings spread out on campus and has two recesses daily. Students will be in and out of buildings regardless of the weather; all need to be dressed appropriately.

Pine Cobble students are expected to wear both weather and activity appropriate clothing that will allow them to participate in all activities throughout the day.

Clothing with pictures or messages incompatible with our mission, pajamas, or any attire that leaves undergarments exposed is not acceptable. Sunglasses and head coverings are to be worn only outside. Exceptions will, of course, be made for clothing or items worn for religious purposes or for health reasons. Shoes appropriate for the day's activities are required at all times.

Students who are in violation of our expectations will be asked to change and/or wait for a parent to bring appropriate clothes to campus.

Please remember that faculty and staff have the final say regarding what is and is not appropriate attire for school and make individual judgment calls as necessary.

## **DRESS EXPECTATIONS FOR SPECIAL DAYS (RECOGNITION DAY AND GRADUATION)**

Certain events invite more formal attire. Blouses, collared shirts, skirts, dresses, and dress pants or slacks are strongly encouraged. Students may also choose to wear a tie and jacket, or formal dress for the occasion. Appropriate footwear is also welcomed.

## **BEHAVIOR EXPECTATIONS**

### **Locker Rooms**

- These are places to store materials, not to hang out.
- Students may not eat in locker rooms.
- Cubbies and locker rooms are to be kept clean and organized.

### **Recess**

- If students are going somewhere other than the designated recess space, depending on their grade, they will need an accompanying teacher or peer, and regardless of age they must get permission first from a teacher on duty.
- Recess is a time to play, relax, and socialize; it is not a time to use electronics.

### **Classroom Behavior**

- It is students' responsibility to arrive on time to each class with the materials needed for class.
- Preventing or distracting others from learning is not acceptable.
- Teachers have classroom expectations that must be followed.

### **General**

- Walk from place to place, within and between buildings.
- Everyone has an assigned table at lunch. Students can speak with the adult at their table if they need to be excused.
- Students should respect the personal boundaries of others.
- School-owned chromebooks and/or tablets, or other school-owned technology, may be used only in accordance with the Technology User Agreement outlined in the following pages and under the direction and supervision of a teacher.
- If a faculty or staff member deems the student's behavior inappropriate, or the software, website, or use of the device inappropriate, the student must stop using it. The student can then request an appropriate time to meet with the faculty or staff member to discuss the matter.
- Students are not permitted to chew gum on the school premises at any time.

## **PERSONAL ELECTRONIC DEVICES**

Students are expected to use only their school-issued laptop at school between the hours of 7:45am and 3:00pm. The following electronic devices are not allowed and will be confiscated and turned into the office:

- Cell phones (must be off and in a locker or backpack);
- Airpods/earbuds
- Personal music or video game players
- SmartWatches (not allowed)

Students may use a cell phone to communicate with parents or guardians after school from 3:10-3:15 pm or at the conclusion of an after school activity such as athletic practice or rehearsal. Parents can get messages to their children through the main school office. Students may be granted permission to use the main school office phone in exceptional circumstances.

## **PHOTOS, VIDEOS, AND AUDIO**

In general, students may not take photos, or record video or audio of other students during the school day with laptops or phones or other devices.

- Photos and videos of another community member may not be taken without their explicit consent.
- Photos and videos of another community member may not be shared without their explicit consent.

Phones are not allowed to be used during the school day and should be off. Phones are not allowed in areas where privacy is expected such as bathrooms, locker rooms, or dressing rooms.

There might be some exceptions for use during classes. In that case teachers will outline any expectations for use of phones, cameras, video, and audio.

## **APPROPRIATE TEACHER/STUDENT RELATIONSHIPS**

Appropriately supportive relationships between students and teachers foster learning and a healthy community. Setting boundaries in these relationships is the responsibility of the adult; students are responsible for observing and respecting boundaries appropriate to this academic relationship.

When communicating, students and teachers/coaches may not:

- use email or electronic communication other than school provided accounts;
- text or chat via a personal device with personal accounts;
- use social media or “follow” or “friend.”
- Be alone in a room with a closed door or no windows

Additionally, Pine Cobble employees may NOT:

- Drive Pine Cobble students in their personal vehicle
- Purchase personal gifts for students
- Share their personal contact information with students
- Meet with students off campus for any school-related business. Any after-school academic assistance must be done on campus in accordance with school policies.

**Any violation or suspected violation of this policy must be immediately reported to the Head of School, or if it involves the Head of School, to the Director of Human Resources.**

If a student or the student’s parents/guardians, or an educator at Pine Cobble, become aware of any adult’s (whether the adult is a school employee, contracted staff, volunteer, parent, or otherwise)



communications or actions toward one or more students that seems unusual, overly friendly, or otherwise inappropriate, such information should immediately be reported to the Head of School.

## **DISCIPLINE PROCESS**

Discipline at Pine Cobble School has its foundation in the school's character pillars and serves to educate students and help them live the mission, vision, and values of the school. As an inclusive learning community, Pine Cobble School approaches discipline in a way that supports students as they work to become empathetic, kind, and responsible community members. Mistakes are viewed as opportunities for learning and growth and are typically handled by teachers in the classroom. By and large, the School has three levels of response, depending on established patterns or severity of the issue.

1. Generally, teachers work with the child to identify root causes, design a solution, and leverage logical consequence (apology of action, brief reflection time, loss of a privilege, verbal warning, redirection, etc.). If needed, parents/guardians will be contacted by the teacher to further support the child's learning and growth.
2. When a pattern of behavior is ongoing or in the case of more serious or disruptive disciplinary issues, teachers reach out to the Senior Advisor or the Head of School for support. Common responses include guided reflection, loss of privileges, apology of action, behavior contracts, and or restorative conversations. Members of the Leadership Team will typically call or email home to alert the family of the behavior and or to arrange a problem solving conference or conversation.
3. If student behavior reflects a violation of school policy or if a pattern of negative behavior persists after the student has received support (e.g. bullying, physical harm, prejudiced language/actions, academic dishonesty, destruction of property, inappropriate technology use, etc.), disciplinary action will follow under the purview of the Head of School in consultation with the teacher, Dean of Academics, and Senior Advisor. The Leadership Team will coordinate a conference with the parents/guardians to communicate an action plan. Possible outcomes may include one or a combination of the following:
  - i. If a student's behavior puts the safety of others in the community at risk, that student will be sent home for a period of time determined by the school (Suspension).
  - ii. Reflection, apology of action, and/or restorative conversations with a member of the Leadership Team.
  - iii. Logical consequences such as a loss of privilege, making amends, and/or community service.
  - iv. Taking an extended pause from school, with an action plan for return. Time away from school will vary depending on the severity and context of the incident.

Classroom teachers, the Assistant Head of School, and/or the Head of School will support students who do not meet the school's behavioral expectations. There will be clarification of Pine Cobble School's expectations, then work with the student to understand how to meet these expectations. Families and guardians are expected to be partners in this process and will be notified if their



student is not meeting school expectations.

The consequences in most situations will be handled by the supervising teacher or staff member, and the Assistant Head of School. Both the incident and response will be kept on file with the Assistant Head of School. In the absence of an Assistant Head of School, the Head of School will oversee all disciplinary actions.

## MAJOR SCHOOL RULES

The rules and policies outlined in this Handbook should be read carefully. Major violations can result in serious consequences, up to and including suspension or dismissal from the school. Students may also be held responsible for any damage or harm that they cause to individuals and/or the school community at large.

The policies and standards apply any time a student is enrolled in the school, including when a student is participating in or attending a school-sponsored event on or off campus, is officially representing the school, is traveling on behalf of the school, and during school breaks.

The following are examples of some, not all, serious offenses that may lead to immediate probation, suspension, or expulsion:

- **Any involvement with or possession of drugs, alcohol, controlled substances, tobacco products, or paraphernalia.** Consumption of alcohol by any student is forbidden. Possession of alcohol, marijuana or marijuana products, or any other controlled or illegal substance is also forbidden. Arriving on campus under the influence of a controlled or illegal substance is a violation of a major school rule and may result in suspension or expulsion.
- **Any act that endangers the safety or welfare of others, such as smoking, lighting matches or lighters in any building.** Also included in this category is tampering with safety equipment, such as fire extinguishers, heating units, or alarm systems.
- **Bullying, intimidation, or fighting.** Hazing, name-calling, or “initiation” practices are not permitted. Please refer to the Bullying Prevention and Action Plan as outlined in the following pages.
- **Vandalism, intentional damage, or abuse of school property or property of others.** Many people work to make this school an attractive and pleasant learning environment. A few moments of destruction can be very costly.
- **Use of profane, threatening, intimidating, or obscene written or oral language.** Every member of the Pine Cobble School community deserves students’ respect.
- **Stealing.** In a community like ours, which is based on trust, taking something that does not belong to you can be very destructive behavior.
- **Academic dishonesty.** Plagiarism, cheating, and other forms of academic dishonesty will not be tolerated.
- **Possession, use, or distribution of firearms, explosive materials, fireworks, knives, or other weapons.** Pine Cobble School is a safe environment; bringing unsafe, destructive materials to the community will not be tolerated.
- **Leaving campus without permission.** The school must know of students’ whereabouts at all times. Students may leave campus only with specific notification from their guardian and permission from the Head of School or Assistant Head of School.
- **Harassment.** Pine Cobble School is committed to creating a community that is free from all forms of discrimination, including sexual harassment. See Harassment section on page thirty-one.

## CONTRABAND

The following items are forbidden. If they are found in your possession, they will be taken from you and not returned; moreover, you may incur additional disciplinary action.

- Illegal or Controlled Drugs or Drug Paraphernalia
- Alcoholic Beverages
- Cigarettes, Tobacco, Matches, Lighters, and Tobacco Products
- Firearms
- Water Pistols
- Firecrackers
- Knives
- Incense
- Inappropriate images
- Slingshots

## TECHNOLOGY

Pine Cobble School makes use of many different types of technology to enhance the school's program. As with every other aspect of Pine Cobble School life, the character pillars guide our use of technology. Specific guidelines, listed in the Pine Cobble School Technology Agreement, result from this. Please remember that as unanticipated issues arise, these guidelines may be updated at any point. Those who violate our agreement will be subject to disciplinary consequences.

Pine Cobble School maintains a password protected, open network and provides access as follows:

- Beginners through Fifth Grade students are given Google Apps for Education accounts with no email access.
- Sixth, Seventh, Eighth graders are given Google Apps for Education accounts with full email restricted to the Pine Cobble School domain.
- There may be times during the school year when students in Upper School need to email outside of the school's domain. At these times this functionality will be allowed under the discretion of faculty or staff member(s).

While Pine Cobble School does maintain an open network, as we are made aware of sites that are particularly distracting and/or tempting for students, we may elect to block them from our network. This is never designed to be a fail-safe system to prevent all inappropriate websites, but instead is another tool to help educate students regarding appropriate technology use at Pine Cobble School. Students who knowingly try to access blocked sites will face disciplinary action.

The Pine Cobble School email system and network are to be used for academic purposes only and each account is subject to access and copy by Pine Cobble School; no user should have any expectation of privacy with respect to the use of the email system or network or data or information thereon.

Faculty and staff have the final say regarding technology and may modify or adapt rules about use at any time. Students will allow faculty and staff to examine their school devices if there are suspicions of misuse.

All students must understand that electronic devices of all types that are not directly related to the learning environment are not to be used at school. They will be confiscated and returned to the

child at the end of the day. Repeated violations will result in the device being returned at the end of the day to the guardian and further action taken as deemed necessary.

If a family needs to send a child to school with a device due to needs after school, it should remain turned off and safely stored in a student's locker during school hours.

**Guardians, please do not email or send text messages to your child during the school day. It is important that both families and students understand that if a guardian needs to contact a child, or vice versa, it should be done through the school's phone system to ensure that Pine Cobble School is aware of any changes in a student's plans.**

## **BULLYING PREVENTION AND ACTION PLAN**

**Students are expected to uphold the pillars of the school at all times.**

Pine Cobble School provides a safe environment free from bullying. Through close contact with teachers, advisors, and staff, a commitment to character education, modeling appropriate behaviors and problem-solving methods, and maintaining close connections between the school, students, and home, we first prevent acts of bullying and secondly react quickly, clearly, and appropriately if such an action occurs.

Pine Cobble School prohibits in all its programs discrimination against, harassment, or bullying of any individual or group based on gender, race, color, sexual orientation, religion, appearance, academic standing, socioeconomic status, mental, physical, developmental, or sensory disability, association, or any other type of real or perceived difference.

At Pine Cobble School, vulnerable students are supported, and all students are provided with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment. This support is provided by the school's character education program, use of the RULER program and the OWLs program.

If an incident of bullying occurs the plan below will be enacted.

### **Definitions:**

The following definitions are used by Pine Cobble School to better understand the terminology in the plan.

Aggressor is a student who engages in bullying, cyberbullying or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property; ii. places the target in reasonable fear of harm to themselves or of damage to their property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and social media postings.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is 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 a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Target is a person against whom bullying, cyberbullying, or retaliation has been perpetrated.

### **Implementation of the plan:**

If a member of the faculty, staff, administration, student body, parent/guardian, or general member of the community believes a bullying incident has taken place, the Assistant Head of School or Head of School is to be contacted immediately, and a Bullying Prevention and Intervention Incident Reporting Form is to be filled out. Reports may be filled out anonymously. Forms are available in the Front Office. Completed forms are best returned directly to the Assistant Head of School or Head of School. Upon receiving the report, the first step is for the Assistant Head of School, Head of School, and other relevant staff to determine if bullying has occurred. If not, the incident report will remain on file. If it is determined that bullying has occurred, two parallel paths will be followed: one to hold the bully accountable and educate the bully about ways to prevent future occurrences. The second path will outline steps to provide support and a safe environment to the target. This report is kept on file and is revisited and evaluated in the timeline deemed necessary for each situation.

The Assistant Head of School and Head of School will ensure that the alleged target, aggressor, witnesses, and/or reporter understand that retaliation is prohibited and will result in disciplinary action.

### **The Aggressor**

Upon finding that bullying has occurred, guardians of both the aggressor and the target will be notified about the report, the investigation, and the steps being taken to ensure further acts of bullying or retaliation will not take place. Consequences for students are considered confidential and are shared only with that student's guardian and not the target.

The disciplinary steps taken should an act of bullying occur are outlined under the discipline section of this handbook. These steps are a guide; depending on the severity of the incident, disciplinary steps might be accelerated including notification of the infraction to local law enforcement and/or expulsion.

### **The Target**

From the initial report through the end of the process, Pine Cobble School will take steps to ensure the safety of the target and prevent further acts of bullying from occurring. An individual safety plan will be created and attached to the original bullying report on file that fits each unique situation and will be evaluated on a regular and ongoing basis to ensure the target feels safe in the Pine Cobble School.

environment.

### **Summary of plan steps**

1. A Bullying Prevention and Intervention Incident Reporting Form is completed and returned to the Assistant Head of School or the Head of School. Anonymous reports are investigated, but will not be the sole reason to act.
2. An investigation is conducted to determine if a bullying act has occurred.
3. Steps are taken to ensure the safety of the target.
4. Steps are taken to ensure there is no retaliation.
5. Disciplinary consequences are determined.
6. If necessary, local law enforcement is notified.

### **Annual Review**

Each year the Assistant Head of School and the Head of School will conduct an annual review of the plan which will include a review of any bullying reports, the process followed, steps taken to ensure safety, and steps taken to prevent further bullying incidents. The plan will be modified accordingly, depending on the findings.

## **HARASSMENT**

Pine Cobble School is committed to providing a community environment free from all forms of discrimination. Conduct that can be considered harassing, coercive, or disruptive to another person's life will not be tolerated. This includes sexual harassment. Harassment includes, but is not limited to, the following behaviors:

Physical or mental abuse  
Racial or ethnic insults  
Derogatory ethnic or sexual jokes  
Religious slurs  
Taunting (teasing)  
Unwelcome sexual comments or advances  
Requests for sexual favors  
Sexual, racial, ethnic and/or religious graffiti  
Sexual insults

Harassment is considered a serious offense and will result in disciplinary action.

## **ANTI-HAZING STATUTE**

**(Taken From the Commonwealth of Massachusetts Legislature's Website) Chapter 269:**

### **Section 17 Hazing; organizing or participating; hazing defined**

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein,

shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### **Chapter 269: Section 18 Failure to report hazing**

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

#### **Chapter 260: Section 19 Copy of sections 17-19; issuance to students and student groups, teams and organizations, report**

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and

eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## SECTION 5: STUDENT LIFE

### DANCES

The Student Council sponsors dances during the school year both as social events and as fundraisers. Students in grades six through eight are invited to attend. Each attendee signs in at the start of the dance with the chaperone. Each attendee signs out with the same chaperone upon the arrival of their guardian for pickup.

Arrangements for pickup must be made **before** the dance, and all rides should be at Pine Cobble School by the pickup time, which is generally 9:00 p.m. **Phone calls home to change arrangements are not permitted except in emergencies. Students may not leave the designated dance area at any time.**

Students not going home between school dismissal and the start of the dance should make arrangements to stay with a local friend until the dance begins. **Children are not permitted to remain at school during this time.**

Prior to the first dance, guardians and students will need to sign and return a dance permission form.

### INVITATIONS

At various times throughout the year, guardians and students plan parties that take place at home or at other locations outside the school. In order to exemplify the pillars of compassion and respect, we ask that guardians only distribute invitations at school if everyone in the class is receiving an invitation. Events at children's homes, including year-end celebrations, must take place outside of school hours.

Families may not use school-generated email lists for communicating with families about non-school events; email addresses for families have been shared with Pine Cobble for the purpose of school correspondence only. Rather, if you wish to contact a family or families, please refer to the school

directory, which includes information that each family has chosen to share publicly with the Pine Cobble community.

The school asks that guardians stay up to date and follow current safety recommendations from the CDC, the state of Massachusetts, and other reputable sources regarding public health safety guidelines when planning gatherings.

## LUNCH/SNACK

Students must bring their own lunch and snacks each day, and are asked not to share food in order to avoid (un)known food allergies. Students eat snacks mid-morning. We encourage students to bring a water bottle daily and use the refillable water stations throughout the day.

During the 2025-2026 school year, students will eat in the dining room, their classrooms, or outside depending on the activities and conditions of the day.

## RECESS

Early Childhood and Lower School recess occurs on the playground, playing fields, and lower basketball court. If the weather is inclement, indoor recess takes place in the classroom. Faculty and staff members may end a game or activity they deem inappropriate or otherwise unsafe. Students may be asked to take time out from an activity. In every activity, students are asked to be aware of the ages and abilities of all students playing and to conduct the game accordingly.

Upper School recess occurs outside or in the multi-purpose room with supervision. Recess rules and boundaries are established during the opening days of school. The teachers on duty have the final say about what activities are acceptable. **Students are not permitted to congregate in the locker rooms.** Students may be in a designated classroom, provided they have permission from a teacher and are being supervised.

Students are expected to refrain from riding bicycles on campus during the school day. Skateboards, rollerblades, scooters, etc., are to be used after school and off campus.

## COMMUNITY SERVICE

We believe in community service as a way to help students develop an attitude of concern for others, increase personal awareness of community needs and learn to be contributing citizens by participating actively in our democratic society. Classroom projects are structured according to age and developmental level of students. Whenever possible, students will connect their learning to opportunities for service in the communities surrounding our campus.

## STUDENT FUNDRAISERS

Pine Cobble recognizes the generous philanthropic spirit of our families and is mindful to limit solicitation of Pine Cobble families. Student fundraisers must be approved through the Assistant Head of School and/or Head of School, and should have a Pine Cobble School programmatic or philanthropic connection. To request approval, a written description of the fundraising activity,



sponsoring group, anticipated use of funds and audience to be solicited must be signed by the Assistant Head of School or the Head of School in advance of any fundraising announcement.

In consideration of this mindful approach, no fundraising activity which sells items for, and returns funds to, nonprofit organizations without a direct Pine Cobble academic connection or affiliation will be approved, whether student initiated or not. For example, students who participate in non-Pine Cobble organizations outside of school may not sell items on campus for those organizations. This may include a team, club, or other organization not affiliated with Pine Cobble.

## USE OF FACILITIES

Telephone: Students may not use any phone unless given permission by a member of the faculty or staff. Arrangements must be made in advance for pick-up after athletic events, dances, or other school and social activities. In an emergency, students may use a phone with permission from the School Coordinator or a member of the administration or faculty.

Library: The library program supports the school's curriculum by providing a positive, stimulating environment for everyone. The resources of the library provide teachers with material that inspires children to read widely, engage in research, think critically, make informed decisions, solve problems and cultivate an enduring appreciation of books.

The library is open whenever school is open. Volunteers are always needed to lend a hand in the library to check out and shelve books, to help students find resources, and to help the staff. If you'd like to help, please contact Taylor Collins ([t.collins@pinecobble.org](mailto:t.collins@pinecobble.org)), or check "Library Volunteer" on the PTG Volunteer Form.

Students using the library are expected to be kind to and considerate of others and school property.

Technology: Copying copyrighted software is illegal and prohibited. Students in Beginners through Fourth grades will have access to a school iPad with their name on it for use in class, when determined by the teacher. Students in Fourth through Eighth grades will have access to a school chromebook and iPad with their name on it for use in class, when determined by the teacher. Students may not access anyone else's materials. All are encouraged to keep passwords private.

**All school-owned computers and tablets are to be used for academic purposes only. Misuse or abuse will result in a loss of technology privileges.**

Multi-Purpose Room: For safety reasons, students are only allowed to play in the multi-purpose room when a teacher is present to supervise. In every activity, students are asked to be aware of the ages and abilities of all students playing and to conduct the game accordingly.

Desks, Lockers, Cubbies, and Hooks: Students are assigned a space to store outdoor clothing, sports clothing, books, materials, snacks, and lunches. Academic materials should be stored in an orderly fashion to facilitate finding them in desks, lockers, or book bags. *Students are expected to keep their spaces neat and clean, making sure uneaten food is removed daily and dirty sports clothes are taken home weekly.*

Property Damage: Any student who intentionally or unintentionally damages school property or the

property of another student is expected to take responsibility. If the damage is deemed intentional, disciplinary action will result and the expense of fixing the damaged property will be passed along to the student's guardians.

## **VISITORS TO PINE COBBLE SCHOOL**

For the 2025-2026 school year, visitors to campus must be approved by the Head of School or Assistant Head of School. All visitors must sign in at the main school office as outlined in Late Arrival, Early and Late Pick-Up Procedures within Section 2.

Students do not bring other children on campus as guests. Children who are not students are allowed on campus only as part of the admissions process.

## **PET FREE CAMPUS**

Pine Cobble School is a pet free campus, with the exception of class pets approved by the Head of School.

# **SECTION 6: ATHLETICS**

## **EARLY CHILDHOOD AND LOWER SCHOOL**

Physical education is a part of every child's day during recess and/or a structured class. Our sports program develops gross and fine motor skills, fair-play, and team and individual play appropriate to each grade. All students should be dressed appropriately for outdoor recess or sports.

## **UPPER SCHOOL**

The Upper School sports program at Pine Cobble School is an integral part of a student's education. Sports practices take place during the regular school day with games occurring after school. The emphasis of the sports program is on teamwork, cooperation, and good fair-play. Students learn the fundamental skills of the sport during practices and strengthen those skills during several games and tournaments throughout the season. Because Pine Cobble School believes that sports should include everyone regardless of ability, no students are eliminated from teams, although there may be varsity and junior varsity levels to promote skill development and a sense of accomplishment.

# **SECTION 7: SCHOOL TRADITIONS & ACTIVITIES**

On occasion, the community engages in a shared activity, such as pillar assemblies, Drop Everything and Read (DEAR), or campus clean up.

## **FALL TRIPS & EVENTS**

In order to build class unity, and programmatic enrichment, students participate in field trips and special days throughout the year. Students frequently participate in outdoor education activities such as ropes courses, camping, and hiking in order to facilitate cooperation and class spirit.

## **UPPER SCHOOL ELECTIVES**

Electives are mini-courses that are designed to teach students skills and expose them to subjects outside of their regular classwork. The offerings vary from year to year, depending on the faculty members who teach them. Past electives have included calligraphy, photography, squash, hardware and software computer offerings, knitting, drama, the musical, and a wide variety of art and music classes. Electives are held between the fall and spring athletic seasons.

## **THEATER PROGRAM**

Intermediate School and Upper School students have the opportunity to participate in two theater productions each year.

Fall Show: play

Winter/Spring Show: musical

## **STUDENT COUNCIL**

The Student Council of Pine Cobble School exists to represent the student body and act as an intermediary between the students and the faculty. Council members set examples of good citizenship, engender school spirit, and contribute services that benefit the students and school as a whole. It is governed by a constitution written and amended by the Council members.

Sixth through Eighth grade students are eligible for membership in the Student Council. There are seven elected officers: President, Secretary, Treasurer, Lower School Advocate, as well as chairs of the Outreach, Yearbook and Entertainment Committees. Grades Six through Eight also elect two class representatives during the school year.

## **YEARBOOK**

Each year Upper School students, aided by a faculty and/or staff advisor, produce a yearbook. At initial meetings, organizational decisions are made and responsibilities are allocated. Throughout the school year, students photograph members of the school community in a variety of settings: classrooms, sports, trips, and stage productions. In addition, special events and performances by outside artists and educators are recorded for inclusion in the yearbook.

## **RECOGNITION DAY**

Pine Cobble School recognizes attitude and effort throughout the year in informal and formal award ceremonies. Recognition Day awards are given to students who excelled in various areas.

*Students are strongly encouraged to dress up for Recognition Day, which is held on the last day of school. (See Dress Code for Special Days within Section 5).*

## **GRADUATION**

Graduation is a formal occasion which includes a processional, music, a speaker, award presentations, graduation of eighth graders, promotion of classes, and a recessional. Graduation

is attended by all Pine Cobble educators, students in grades K through eight, and families and invited friends. Students in grades 4-7 play an important role in the celebration and culminating event of our oldest students as the eighth grade students officially end their journey as Pine Cobble students and become alumni of the school.

*Students are strongly encouraged to dress up for this special day. (See Dress Code for Special Days within Section 5).*

## **SECTION 8: OPPORTUNITIES FOR GIVING**

Families and guardians choosing an independent school education for their student make several serious commitments, one of the greatest being financial. It is little wonder, then, that a frequent question is, “Why are we being asked to contribute money above and beyond the tuition we pay?”

Although the relationship between independent schools and fundraising is complex, the primary reason for soliciting support is that tuition simply does not cover all costs of operating the institution. Gifts to Pine Cobble School are vital in our pursuit of continued excellence.

Much of what exists at Pine Cobble School has come from generous philanthropic support from individuals. Because of the gifts of people who preceded the current generation of families, alumni/ae, and friends of Pine Cobble School, we are able to give children the education valued and sought by families of present students. Families can ensure the future of the school by responding in turn when asked to give to Pine Cobble School.

*Every donation of time or money contributes directly to the success of Pine Cobble School.*

### **ANNUAL FUND**

The cornerstone of our development effort is the Annual Fund Program. Funds raised for the Annual Fund play a major role in the maintenance and improvement of all educational activities at Pine Cobble School. Each family is asked to support the Annual Fund to the best of its ability. Gifts of all sizes help the school meet its annual goals. Whether large or small, every gift is greatly appreciated and crucial as we strive to achieve full participation, demonstrating to other funding sources that our current families enthusiastically support us. You can participate in the annual fund online at <https://pinecobble.org/online-giving>.

### **FUNDRAISING ACTIVITIES**

Each year the School and the Parent Teacher Group (PTG) organize fundraising activities. Family support and participation in these events are essential to the future of Pine Cobble School. Family, teacher, and staff volunteers enjoy working together to ensure the success of such activities which directly benefit the school. We encourage all to get involved with the PTG.

### **MATCHING GRANTS**

Many corporations match gifts to the school. We ask that guardians employed by corporations inquire about a Matching Gifts Program; this increases the value of family-donated dollars.

## **PARENT TEACHER GROUP (PTG)**

The Pine Cobble School Parent Teacher Group, known as the PTG, is an organization which supports the School. This Group includes guardians, former guardians, trustees, staff and teachers who volunteer their time to assist with events, offer interesting educational opportunities, and fundraise to support educational and athletic programs.

Additionally, the group organizes social events that strengthen the community spirit, such as the book swap, movie night, Student Author Night, Ski & Skate Sale, spring Plant Sale, and a Staff and Teacher Appreciation Week. PTG meetings are held several times during each school year, and anyone who is a current or former guardian, or faculty or staff member may participate as a voting member. The PTG relies on you and your support!

## **VOLUNTEERING**

Active participation in your student's school activities is an integral part of their success. The participation of guardians in various Pine Cobble School activities throughout the years has resulted in the success of co-curricular events, athletics, trips, and traditions that are so necessary to support the positive growth and development of children.

The PTG needs you! Because of the variety of activities that require volunteers, virtually any type of talent and any amount of time donated are needed and appreciated. Over time, many exceptional people have enriched Pine Cobble School's programs. Their involvement in the school, the PTG, or both, made them realize they not only had much to give, but also much to receive in return.

To volunteer, complete the online Volunteer Form or contact one of the co-presidents: Lis Salerno [e.salerno@pinecobble.org](mailto:e.salerno@pinecobble.org), Kimberly Ciola [kimberly.ciola@gmail.com](mailto:kimberly.ciola@gmail.com)

## **SECTION 9: PLACEMENT**

### **APPLYING TO SECONDARY SCHOOL(S)**

The secondary school placement office has information about many secondary schools, as well as knowledge of schools which are a good fit for your student. Schools have useful and informative websites, which you are encouraged to peruse. It is important that you meet with the secondary school placement director to discuss choices and come up with a list of possibilities.

## **SECTION 10: MISCELLANEOUS**

### **ASBESTOS**

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which required schools to be inspected to identify asbestos containing building materials (ACBM) located within their school buildings. Within the Pine Cobble School Facility, suspected ACBM were located, sampled (or assumed), and rated according to condition and potential hazard. The results of the inspection have been incorporated into an *Asbestos Management Plan*.

This plan includes periodic surveillance of these materials every six months and proper removal when any renovation is planned. As part of the management plan, any identified materials are monitored and kept in good condition.

It is the intention of Pine Cobble School to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure building occupants a healthy and safe environment. The *Asbestos Management Plan* is available for review upon request, a copy of which is maintained in the school administrative office. The Building and Grounds Coordinator is the designated asbestos contact person, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to them at 413-458-4680.

## **PINE COBBLE SCHOOL TECHNOLOGY USER AGREEMENT**

In order to facilitate in person and remote learning, Pine Cobble School lends students certain technology devices, including but not limited to tablets (“Devices”) and permits all students use of and access to certain school and academic electronic resources and technology (“Technology”).

By accepting any Device and/or utilizing any Technology, guardians agree that the loan, use of, or access to such Devices and Technology are subject to this Agreement.

A. Devices and Technology may only be used for academic purposes in connection with Pine Cobble School.

B. The use of school issued Devices and Technology off campus is determined via faculty discretion.

C. All Devices will be returned to the School at the end of the academic year except in the case of withdrawal or dismissal, in which case it should be returned at the time of withdrawal or dismissal, or if the School requests that the device is returned.

D. In the event any Device or Technology ceases to function as necessary for the purposes intended, the guardians shall promptly notify the School. The School has no obligation to replace or repair any damaged or malfunctioning Device or Technology.

E. When a student turns in their Devices, it should be in functional condition with moderate and reasonable wear and tear. In the event that there is evidence that a student intentionally damages or tampers with any Pine Cobble Device, please note that the guardian will be held responsible for replacement.

F. The following are examples of improper and prohibited uses of the Devices and Technology:

1. Downloading or playing games on the Internet.
2. Visiting social networking sites and web-based “chat rooms” from Devices and Technology for personal reasons.
3. Receiving and/or sending messages, pictures or cartoons that are sexually explicit or contain racial slurs.
4. Sending chain letters.

5. "Spamming" or sending electronic junk mail.
  6. Conduct that could be construed as malicious, obscene, threatening or intimidating, that disparages students, guardians, colleagues or that might constitute harassment or bullying, or knowingly spreading false information through any Devices and Technology.
  7. Downloading or distributing pirated software, data or applications; including, but not limited to, toolbars, and screensavers.
  8. Stealing, or accessing or transmitting for any improper purpose, personal, confidential, privileged or protected information, such as trade secrets, copyrighted materials, or financial or proprietary information of the School or its students, faculty or guardians, or Social Security numbers or individually identifiable health or personal information of employees, guardians and students.
  9. Copying, saving, downloading, or transferring any records, files, documents, applications, materials or other information contained on the Devices and Technology to your personal computer or other electronic data storage device; including; but not limited to; personal, confidential, privileged or protected information, such as trade secrets, copyrighted materials, or financial or proprietary information of the School or students, faculty or guardians, or Social Security numbers or individually identifiable health or personal information of employees, students, faculty or guardians.
  10. Copying, downloading, installing or using software on your personal computer that is licensed and registered solely to the School.
  11. Downloading copyrighted material through use of the Internet, programs and/or e-mail.
  12. Using any of the Devices and Technology to violate any international, federal, state and/or local law or regulation.
  13. Soliciting for outside business ventures or personal causes using Devices and Technology.
  14. Forging an e-mail, or employing a false identity, including, concealing, directly or indirectly, the user's identity.
  15. Using or attempting to use another user's account credentials, or otherwise gaining access to and/or copying another user's electronic communications without authorization.
  16. Hindering, obstructing, disabling, defeating, circumventing, or attempting to do any of the foregoing, to any School security systems or measures implemented by the School to ensure the safety and security of any of the Devices and Technology.
  17. Intentionally destroying anything stored on the Device of School's Technology Systems.
- G. As unanticipated issues arise this Agreement may be revised at any point.
- H. The possession and use of Devices and Technology are subject to the student handbook and Pine Cobble technology policies.
- I. If you have questions or concerns at any time, please contact the Head of School.

## Bullying Incident Reporting Form

**Name** \_\_\_\_\_ (Note: Reports may be made anonymously but disciplinary action will not be made solely on the basis of an anonymous report.)

I am the ☐ Target ☐ Reporter who is not the target

Contact information/phone number \_\_\_\_\_

### Information about the incident

Name of target \_\_\_\_\_

Name of aggressor \_\_\_\_\_

Date(s) of incident \_\_\_\_\_

Time(s) of incident \_\_\_\_\_

Location(s) of incident \_\_\_\_\_

Witnesses – people who saw the incident and/or have specific information about it

Name _____	Contact _____	info _____
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Name _____	Contact _____	info _____
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Name _____	Contact _____	info _____
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Describe the incident in detail. Be sure to use names of the people involved and cite specific words and actions. Use the back as needed.

Signature \_\_\_\_\_ Date \_\_\_\_\_ (Note: Reports may be made anonymously but disciplinary action will not be made solely on the basis of an anonymous report.)

Submitted to \_\_\_\_\_ Date \_\_\_\_\_



## Bias Incident Reporting Form

**Name** \_\_\_\_\_ A bias incident is an action taken that one could reasonably conclude is based, in whole or in part, by the alleged offender's bias against an actual or perceived aspect of diversity. As part of our inclusive school community, it is essential that we all take an active role in embracing diversity and sending the clear message that acts of bias are not acceptable and merit response.

This form can be submitted to the Head of School. Reports may be made anonymously but disciplinary action will not be made solely on the basis of an anonymous report.

I am the

☐ Target

☐ Witness

☐ Reporter who is not the target or witness \_\_\_\_\_

Contact information \_\_\_\_\_

Email address \_\_\_\_\_

Phone number \_\_\_\_\_

Description of the incident(s):

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Signature \_\_\_\_\_ Date \_\_\_\_\_

Submitted to \_\_\_\_\_ Date \_\_\_\_\_