

2010-2011
Pine Point School
Handbook



89 Barnes Road
Stonington, Connecticut
www.pinepoint.org
860-535-0606

All contents within are compiled solely
for the use of the Pine Point community.
Any other use of this information is strictly prohibited.

PLEASE NOTE:

This handbook is referenced in your enrollment contract and as such, serves as an extension of a family's contractual obligation.

MISSION STATEMENT

"Strong Minds, Caring Hearts"

Pine Point School is a dynamic partnership of students, faculty and parents of diverse experiences committed to academic excellence. Children are actively engaged in their own learning in a caring and supportive environment. The School stresses the importance of individual accomplishment and the power of collaborative effort.

Our mission is to develop in each student:

- an inquisitive, creative, and disciplined mind
- a firm foundation of core academic skills
- a strong sense of responsibility for community and self
- an appreciation for both the arts and athletics
- a passion for learning

PINE POINT CORE VALUES

The core values adopted by the Board of Trustees in April of 2004 define the soul of the institution, represent the intrinsic nature of Pine Point, and are fundamental to each member of the Pine Point community. These core values resonate with the School's mission.

RESPECT
INTEGRITY
MORAL COURAGE
EXCELLENCE

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GENERAL INFORMATION

FACULTY AND STAFF

Amanda Anderson, Extended Day, 2010

Theresa Anderson, Transportation Coordinator. (voice mail 134), 2009

Carol Ansel, Librarian. Connecticut College, B.A., University of Rhode Island, M.L.I.S. (voice mail 162), 1987

Michael Barber, Buildings and Grounds, 1995

Melissa Bennett, Grade 2. Colby College, B.A., Lesley College, M.Ed. (voice mail 334), 2005

Heidi Blanchard, Extended Day, 2010

Melinda Blum, School Psychologist. Franklin Pierce College, B.A., New York University, M.A., Psy.D. (voice mail 142), 1996

Stephen Brown, Grade 6. Science Chair, Columbia-Greene Community College, A.S., State University of New York, College at Oneonta, B.A., Rhode Island College, M.Ed. (voice mail 321), 1994

Erin Call, Grade 7. Cornell University, B.S., University of Rhode Island, M.B.A., Rhode Island College, M.A.T. (voice mail 344), 2007

Judy Christoffersen, Grade 4. Indiana University, B.A., Marygrove College, M.A.T. (voice mail 335), 2008

Catherine Conant, French. Université Paris II (voice mail 311), 2005

Gillian Crawford, Grade 2, Social Studies Chair. University of Connecticut, B.S. (voice mail 323), 1994

Leslie Dameron, Preschool Teacher. Wittenberg University, B.A., University of New Haven, M.S. (voice mail 336), 2001

Judy Davis, Health Coordinator, Physical Education. Radford University, B.S., Southern Connecticut State University, M.S. (voice mail 305), 1997

Douglas DeLapp, Athletics Coordinator, Physical Education. Eastern Connecticut State University, B.S. (voice mail 322), 2000

Lara Dolphin, Spanish, World Language Chair. University of Iowa, B.A. (voice mail 341), 1999

Katherine Doyle, Speech and Language Pathologist. University of Rhode Island, B.S., M.S. (voice mail 128), 2008

Monica Gallego, Spanish, Transportation. California State University, B.S. (voice mail 340), 2008

Heather Gillespie, Preschool Teacher. Gettysburg College, B.A., University of San Francisco, Teacher Certification Program, (voice mail 338), 2008

Maureen Gosselin, School Secretary, Registrar. (voice mail 122), 2007

Sharon Hall, School Nurse, Norwalk Hospital School (voice mail 126), 2000

Amy Hallberg, French. Middlebury College, B.A. (voice mail 311), 1999-2006, 2009

Maria Iacof, Art. Eastern Connecticut State University, B.A., Wesleyan University, M.A. (voice mail 310), 1990

Katie Janda, Extended Day, 2010

David Kent, Buildings and Grounds. 2008

Gay Long, Grade 5. Miami University, B.S., Boston University, M.A. (voice mail 313), 2003

Linda Lozis; Music. Stetson University, B.A., Southern Seminary, M.A. (voice mail 345), 2006

Jean Martin; Music. University of Illinois, B.S. (voice mail 343), 1998

Jonathan Mitchell; Middle School Science. Colby College, B.A., University of Rhode Island, M.S., (voice mail 307), 2006

Laurie Mortrude; Kindergarten. Lesley College, B.S. (voice mail 312), 1988

Nicola Newbery; Grade I. University of Birmingham, B.A., I.C.T. (M.A.), (voice mail ext. 315), 2001
Ann Nosal; Extended Day Assistant. 2007

Barbara Pattenden; Grade 5. University of London, B.A., University of London, Institute of Education, P.G.C.E., (voice mail 337), 2006

Mary Raftery; Grade 3. Bates College, B.A. (voice mail 328), 1983

Robin Rice; Latin, EPGY, GEO Director. Connecticut College, B.A., Wesleyan University, M.A. (voice mail 153), 1977-1980, 1989

Rosemary Robertson; Publications Coordinator (voice mail 127), 1994

Carol Roper; Grade 6, English Chair. Southern Connecticut State University, B.A., Fairfield University, M.A. (voice mail 318), 1985

Hamilton Salsich; English. St. Louis University, B.A., University of Kansas, M.A. (voice mail 316), 1978

Lisa Scott; Grades 3 and 4. University of Rhode Island, B.A. (voice mail 317), 1984

Diane Seltzer '67; Learning Specialist, Art. Boston University, B.F.A., University of Rhode Island, M.A., Rhode Island College, M.Ed. (voice mail 140), 1977

Rebecca Shea; Extended Day Director, Summer Program Coordinator. New York University, B.A., (voice mail 150), 2009

David Smith '69; Grade 7, Service Learning Chair. Hartwick College, B.A., University of Connecticut, M.A., PhD. (voice mail 329), 1978

Robin Smith; Grade I, Mathematics Chair. Middlebury College, B.A., University of Connecticut, M.A. (voice mail 306), 1977

Gloria Stanley; Transportation, 2005 CathyTaylor; Preschool Teacher. Syracuse University, B.A., (voice mail 325), 2007

Cathy Taylor; Preschool Teacher. Syracuse University, B.A., (voice mail 325), 2007

Steve Thompson; Buildings and Grounds, 2000

Judy Toscano; Co-Teacher Grade I, University of Connecticut, B.G.S. (voice mail 304), 1995

Lou Toscano; Kindergarten. University of Rhode Island, B.A., M.A. (voice mail 319), 1989

Gary Williams; History, GEO Director. St. Vincent's College, B.A., University of Connecticut, M.A. (voice mail 303), 1985

Jean Williams; Dance, Arts Department Chair. York University, B.A. (voice mail 320), 1980

ADMINISTRATION

Paul G. Geise; Head of School. Colgate University, B.A., Montclair State College, M.A.T., Harvard University, M.Ed., Columbia University, Klingenstein Fellow, University of Pennsylvania, Doctoral Candidate (voice mail 123), 1999

Julie Abbiati; Director of Admission/Marketing. Eastern Connecticut State University, B.S., M.S.(voice mail 135), 1986

David Cruthers; Associate Director of Development. Connecticut College, B.A., Simmons College, M.A.T. (voice mail 133), 2006

David Hannon; Director of Development. Bates College, B.A., American University, M.A.(voice mail 132), 1995

Christopher Hurtgen; Director of Communication. Duke University, A.B., Lesley College, M.Ed. (voice mail 165), 1995

Susan Kozel; Lower School Head, Director of Alicia Z. Russell Center for Assessment and Learning. Boston State College, B.A., Lesley College, M.Ed. (voice mail 125), 1979

David LaChance; Director of Facilities. Central Connecticut State University, B.S. (voice mail 138), 2007

Diana Owen; Middle School Head, Math, Director of Studies, Director of Secondary School Placement. University of California, B.A., Connecticut College, M.A.T. (voice mail 124), 2001

Gordon Ringer; Business Manager. University of Connecticut, B.A., Golden Gate University, M.B.A. (voice mail 129), 2007

Sanda Walton; Preschool Director. Connecticut College, B.A., M.A. (voice mail 152), 1982

Richard W.Mitchell; Head of School Emeritus. Sioux Falls College, B.A., Colgate Rochester Divinity School, M.Div. 1981-1990, 1998-99

Administration, Faculty, and Staff e-mail addresses:
use 1st initial and last name @pinepoint.org (e.g. pgeise@pinepoint.org)

**PINE POINT SCHOOL
BOARD OF TRUSTEES**

Linda Goddard, President
Susan Funk and Elizabeth Gianacoplos, Vice Presidents
Christopher Hilton and Marcy Withington, Treasurers
Stephanie Gosselin, Secretary

Alan Banister	Norm Jason
Kevin Bowdler	Chudy Nduaka
Lou Doboie	Debbie O'Brien
Paul Geise	Carla Petrocelli
Lee Hisle	Bill Rolla
Barbara Silver Holt	Jennifer Schwindt

Joe Staley

ARRIVAL AND DISMISSAL

Preschool (3 and 4 year olds):

Arrive - **NO EARLIER THAN 8:00 am**, In class by 8:20 am

Dismissal - 12:30 pm (1/2 day)

Dismissal - 2:45 pm (full day)

Early Dismissal days - 12:30 pm

Lower School (Kindergarten through Grade 5):

Arrive no earlier than 8:00 am

In classrooms by 8:20 am

Dismissal - 3:10 pm

Early Dismissal days - 12:30 pm

Middle School (Grades 6 through 9):

Arrive no earlier than 8:00 am

Morning meeting - 8:20 am

Dismissal - 3:10 pm

Early Dismissal days - 12:30 pm

Delayed Opening Schedule

Morning Meeting 9:50-10:00

1st period 10:05-10:33

2nd period 10:35-11:03

3rd period 11:05-11:33

4th period 11:35-12:05

Regular schedule resumes

Our school day begins promptly at 8:20 am. Students arriving late hinder learning for themselves and others. Students are expected to arrive between 8:00 and 8:20 am. **Due to safety concerns related to supervision, students are not allowed to arrive at school before 8:00 am.**

Students in grades 4-9 arriving after 8:20 a.m. must report to the main office before reporting to class. Tardiness will appear on the student's evaluation report. The regular time for dismissal is 3:10 p.m. unless a student has an after-school activity. **The School cannot be responsible for students before 8:00 am or after their school related obligations are over.**

Unless the School receives written permission specifying a change in transportation arrangements, the student will not be allowed to leave the School in any way other than the normal routine.

If a student needs to be dismissed early from School, a note from a parent must be submitted to the Office indicating the time of departure and reason for absence. On the day that a student leaves School early, he/she must check out with the classroom teacher for grades PS-5 and with the main office for grades 6-9.

Students will be directed to Extended Day or After Hours if not picked up by 3:20 pm.

ATTENDANCE INFORMATION

When a student is absent, **a parent must call the School by 8:45 am** to report the absence and its reason. If no call is received, an instant alert message will be sent to verify the absence. *All students are expected to attend School unless they are ill or there is a family emergency or religious holiday. As make-up work can present added burdens for both student and teacher, any absence other than those mentioned are considered unexcused and may result in an academic penalty. A student absent from School more than half the day will not be permitted to participate in sports or school related activities for that day. If a student is absent for more than 3 consecutive days without prior notice, the School will require a physician's note explaining the reason for the extended absence.* The teacher is not expected to provide make-up work or provide extra help for students with unexcused absences. Absences and tardies are recorded on a student's permanent record. Appeals must be made to the Head of School. **Students will be marked tardy after 8:20 am. If a student is leaving school early for any reason, or arriving late, they must bring a note to the front office and be signed out by a parent or qualified designee before leaving.** At the end of each term, absences and tardies will be reviewed by the Division Head. Repeated absences and tardies may warrant a parent conference with the Division Head. Middle school students who are tardy twice in one week will receive a detention. **Excessive absences will be reviewed by the administration to determine the following year's enrollment.**

If parents are leaving a student in the care of someone else while they are away from home for a period longer than a day or two, they are asked to let the School know the dates of the trip, where they may be reached in case of emergency, the name of the person in charge of the children, and where that person can be reached during the day.

Unexcused Absences Policy and Procedures

When a student misses school, additional stresses and demands are placed on everyone in the learning environment – the student as well as the teacher. Time lost from school is irretrievable. You should be aware that this often places your child in a difficult situation when he or she returns to school. While some absences are unavoidable [health-related matters, emergencies, etc.] or understandable [school visits, religious celebrations, etc.] there are times when a family chooses to have their child miss school days for personal reasons. When a student is absent by a parent's choice, the absence is unexcused. In exceptional circumstances, a family may appeal to have an absence excused. Appeals must be made to the Head of School prior to the absence. All decisions from the Head of School will be final.

In order to be fair to all students and teachers and to ensure that Pine Point continues to provide the best education possible, the following items outline student responsibilities and those circumstances of unexcused absences.

1. All daily schoolwork must be made up within the first week of return, unless otherwise arranged with the teacher. Either the lower school parent or the middle school student is fully responsible for obtaining the missed work.
2. Middle School students must attend the after school required study hall following the unexcused absence until the daily work is made up.
3. It is important that parents be aware of the additional workload that this places on the teacher – both in preparing work for your child in advance (where possible) and making sure that he or she has mastered it after returning to school. In fact, it is often not possible to predict assignments several days in advance. Therefore, your child may not receive their missed assignments until he or she returns to school. Also, if your child chooses [parent choice] or requires [teacher suggestion] additional after school support once he or she has returned to school, it is expected that this should be considered paid tutorial support and the teacher should be paid accordingly at current rates.
4. Some missed work, including group projects and class discussions, cannot be made up in the same manner in which it was originally assigned. In these cases, a teacher may assign an alternate or modified assessment which satisfies the requirements of the work which was missed. These assessments should be undertaken and completed upon the student's return and families should expect to be billed at current rates for the time the teacher requires to design and grade the make up work.

It is important that we work together to provide the best educational experience that we can for your child. Regular attendance at school is a significant factor in the academic and social growth of your child.

2010-2011 CALENDAR OF EVENTS

SEPTEMBER

- | | |
|----|---|
| 2 | New Family Reception
New Student Classroom Visit |
| 7 | All classes begin
Buses am & pm, After School programs begin |
| 22 | Parents' Night |
| 21 | Peace: One Day |
| 25 | Donor Reception and Presentation of Steven M. Castle Award |
| 30 | NO SCHOOL - Goal Setting Conferences |

OCTOBER

11 NO SCHOOL - Columbus Day

NOVEMBER

4-6 Book Fair
5 MID-SEMESTER
6 Barber Sports Tournament
9 NO SCHOOL - Parent Conferences
24-26 NO SCHOOL - Thanksgiving Recess

DECEMBER

20-31 WINTER RECESS

JANUARY

3 Classes Resume
17 NO SCHOOL - Martin Luther King, Jr. Day
21 END OF SEMESTER
24 NO SCHOOL - Professional Development Day

FEBRUARY

5 Admission Screening, Grades 1-9, 9:00 am
5 & 19 Kindergarten Admission Screening
8:30 & 10:30 am by appointment
11 & 14 NO SCHOOL - Winter Weekend
26 Admission Preschool Play Day, 8:30 & 10:30 am

MARCH

1-11 International Studies Program
14-28 SPRING RECESS

APRIL

8 MID-SEMESTER
12 NO SCHOOL - Parent Conferences
22 NO SCHOOL - Good Friday
29 Grandparents'/Grandpersons' Day EARLY DISMISSAL 12:00 pm

MAY

23 Golf Tournament
30 NO SCHOOL - Memorial Day

JUNE

6-9 Book Fair
8 END OF SEMESTER
9 Field Day, EARLY DISMISSAL 12:30 pm
10 Lower School Rising 9:00 am
11 Graduation 10:00 am, Middle School attendance mandatory

CHANNELS OF COMMUNICATION

The administration and faculty recommend the following channels of communication so issues can be addressed in a constructive fashion and consistent with our school mission.

Direct Contact

- It is always appropriate to first contact the teacher involved when a question pertains to a particular class or classroom curriculum. Parents should approach this conversation as a sharing of information in order to benefit their child. While E-mail can be useful, direct conversation is always best. If more than a phone call is needed, parents should request a meeting at school with the teacher. At this time parents can relate to the teacher what they have heard, which gives them an opportunity to understand the concern and to clarify the specifics. It is always valuable for parents to gain the teacher's perspective.

Partnership Plan

- Talk with your child's teacher about your concerns. Teachers want children and parents both to succeed. Sometimes small changes can make a big difference. A partnership is forged when parents understand and affirm a teacher's position, or when a teacher is able to hear valuable new information which allows him or her to consider new strategies.

Formal Meeting

- If such a meeting proves incomplete or unsatisfactory, a parent may choose to pursue the matter further. If the question concerns curriculum or your child's performance, the appropriate Division Head should be contacted. A meeting with the Division Head can often clarify the "hows" and "whys" of curricular matters. If a question concerns personnel or school-wide issues, the Head of School should be contacted.

The Head of School will have the final say regarding any such issues.

Concerns of Safety and Security

Pine Point School considers the safety of the children in its care paramount. If there are issues of a serious or sensitive nature, such as concerns regarding possible harassment or abuse, either the Head of School, Division Heads, or Business Manager should be contacted immediately. Pine Point prohibits harassment or abuse of any student or employee at School by anyone. While teachers will discuss this policy with their students in age-appropriate ways, it is the responsibility of each employee and each student to abide by this policy. Because Pine Point School takes any such allegations seriously, we will respond to complaints, and we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. The School prohibits retaliatory behavior against anyone who complains or participates in the complaint process.

If you wish to learn more about the procedures and policies the School has in place, please contact the Head of School.

Calendar Announcements:

The School will adhere strictly to the following procedure

1. All requests for notices and announcements to be included in the on-line calendar must be submitted, in writing, to churtgen@pinepoint.org. The division heads or school head will review all requests for approval. Announcements must be submitted at least 48 work day hours prior to requested publication date.
2. All requests for notices and announcements to be included in the on-line calendar must include a contact name and daytime telephone.

DRESS CODE

The clothing students wear must be both functional and respectful. It should be appropriate for the learning environment. Students are expected to wear clothing that is comfortable, traditionally-fitted, clean, and free of rips or patches.

In the Preschool parents choose appropriate clothing for their children. Preschool student dress should be consistent with the spirit of the dress code and parents are encouraged to use the school dress code (below) as a guide.

In Kindergarten through 9th Grade, students will wear solid color shirts. Shirts may be collared knit (polo) shirts, button down oxfords, or turtlenecks. Shirts must be long enough to be tucked in and must completely cover the midsection at all times. Over the shirts, students may wear a solid color pullover sweater [V neck, crew neck, or turtleneck], fleece, or Pine Point School sweatshirt. When students wear an overgarment, they must tuck in their shirt. Students may not wear a short-sleeve shirt over a long-sleeve shirt.

All bottoms must be solid khaki, navy, or black in color. Shorts or skorts may be worn if they are knee-length. Girls may choose skirts which are knee to ankle-length. Students may not wear untraditional combinations (e.g. pants beneath a skirt.) Denim is not allowed for grades 4-9.

All students must wear flat or low-heeled shoes (no open toes), boots or sneakers. Solid colored socks or solid colored tights may be worn.

For special events, special attire requirements may be prescribed.

Athletics, Physical Education and Dance

Dress for athletics, PE, and dance should be functional for the requirements of the activities, but must be respectful and cover the students appropriately.

Any variations to the dress code will be determined at the discretion of the Head of School. The Division Heads will address any questions concerning appropriate attire; all decisions will be final. **If a student's attire is in violation of this code, parents may be called in to bring a change of clothing before the child is allowed to return to classes.**

EMERGENCY PROCEDURES AND DISASTER PREPAREDNESS

In any crisis, the first concern of school personnel must be the safety of the students and staff. Pine Point has developed an Emergency Operations Plan for all employees to understand and follow in the event of a crisis. While the plan is quite detailed and specific, our crisis responses break down to two plans of action; either exit the building immediately or secure people within the building. Please contact the Head of School with any questions.

In the event that the campus will be closed for an extended period due to disaster, school work will be coordinated, to the extent possible, using on-line services. Each teacher will approach the lessons according to his or her educational goals.

HEALTH AND MEDICAL INFORMATION

All students entering kindergarten and new students must submit a report of physical examination upon entering the School. Students in grades 6-9 are required to have yearly physicals.

Forms for this purpose are mailed to the parents at the end of the school year and **should be returned to the office on or before the opening day of school.** Failure to return these forms prior to the opening of school will exclude the child from participation in our sports program.

Evidence of immunizations required by law must be on file with the school nurse. If medication must be administered during the day, it must be administered by the school nurse, or her designee, who should be contacted for the necessary forms and conditions for administering such medication.

Parents are requested to inform the School immediately if a child is exposed to, or comes down with, a contagious disease. If exposure should take place in school, parents will be notified at once and quarantine measures recommended. **We urgently request that parents not send a child to school who exhibits symptoms of illness.**

If an accident should occur at school, the parents will be notified immediately so that arrangements can be made in the best interest of the student. The School is a member of the Stonington Ambulance Corporation.

MANAGEMENT PLAN FOR ASBESTOS

Our buildings are inspected every 6 months as required by §19a-333-1 through 13 of the Regulations of Connecticut State Agencies, "Asbestos-Containing Materials in Schools", to determine any changes in the condition of identified asbestos-containing building materials. Additionally, the School is inspected every three years by an accredited inspector following the same basic criteria as stated in the original plan.

Speaker Series

Bill Rolla and Donna Romito-Rolla

This program organizes and schedules an evening speaker series to inform and update parents and the community.

Coffee Connection

To Be Announced

The first Friday of each month, parents, friends and staff gather for coffee, pastries, conversation and networking.

G.I.V.E. Liaison

Debbie O'Brien

G.I.V.E. Faculty Liaisons - Maria Iacoi, Lisa Scott. This person assists the student-run G.I.V.E. Committee.

Hot Lunch Scheduling:

Parent-organized hot lunches will be limited to once each month per grade. Parents must coordinate and reserve dates for hot lunches in the lower school directly with the teachers, and, in the middle school, through the middle school director.

STUDENT GOVERNMENT OFFICERS

- Grade 6 Beth Fleming, Julia Little
- Grade 7 Athan Bourganos, Georgia White
- Grade 8 Edward Litvinov (Vice President), Emmanuel Perry
- Grade 9 Ben Dameron (President), Cooper Feltes

G.I.V.E. COMMITTEE

- | | | |
|---------------------|----------------|-----------------------------|
| Christopher Bowdler | Schyler Davis | Hannah Long |
| Jennifer Carroll | Karalynn Falck | Wunanittounkwequai Gregoire |
| Benjamin Dameron | Hanna Kronholm | |

PETS

In the interest of safety and to minimize disruption, all pets must remain out of school buildings unless approved for instructional use. Any animal on campus must be leashed or contained in a cage and have up-to-date vaccinations.

PHOTO/VIDEO RELEASE POLICY

Pine Point School makes a concerted effort to highlight the accomplishments of our students and faculty as well as to publicize the strength of the entire program offered by the School. Images taken during the school day and at school events may be used for educational and promotional purposes in print and electronic media, including but not limited to, *ViewPoints*, marketing materials, the School web site, and e-newsletters. These publications are used to promote the School and its mission and are distributed to the Pine Point constituency, prospective families, and those who access www.pine-point.org. If you object to the use of your child's photograph by Pine Point School as outlined above, please inform the Development Office. For more information contact David Hannon at dhannon@pine-point.org.

SCHOOL CLOSING INFORMATION

In addition to the School's voicemail announcement and website postings, notification of school closings and any other urgent matters will be made through the School's Instant Alert System notification procedures. All parents must register with the Honeywell program in order to receive notification. Registration is free and mandatory. To register, go to pinepoint.org/instantalert.

In the event of a school closing, you will receive an Instant Alert indicating that school will be closed. Additionally, all public announcements regarding school closings, delays and early dismissals will be aired on the following stations:

WADK (FM 99.3)	WSUB (AM 980)	WICH (AM 1310)
WMOS (FM 104.7)	WNLC (AM 1510)	WCTY (FM 97.7)
WQGN (FM 105.5)	WKNL (FM 100.9)	WXLN (FM 105.1)
WFSB-TV (Channel 3)	WLNE-TV (Channel 6 (RI))	
WTNH-TV (Channel 8)	WJAR-TV (Channel 10 (RI))	
WNBC-TV (Channel 30)	WPRI-TV (Channel 12 (RI))	

The information will also be posted on the Pine Point website, www.pinepoint.org

The Head of School will consult with the Business Manager to review driving conditions prior to making a decision to close school, delay opening, or dismiss early. Pine Point's decision to close or open is influenced, but not determined by the Stonington School district, so please check announcements for inclement weather information. If you feel that conditions in your area warrant your questioning whether to come to School, please make the decision with you and your child's safety in mind. Conditions in this area vary considerably.

If an early dismissal is called, the dismissal time will be announced through the Instant Alert System and posted on the Pine Point website (www.pinepoint.org) as soon as the dismissal is called. In the case of an early dismissal, we will expect to hear from parents whose children regularly ride the buses home from school. If we can't reach a parent or another person designated by the parent as an emergency contact, we will not send the child home on the bus. If you feel that your child is mature enough to be sent home on the bus without a phone contact from the school, please notify Mr. Ringer in the Business Office and he will remove your name from the calling list.

There will be no After School Programs when an early dismissal is called.

If the school opening is delayed, please don't bring your children in any earlier than the announced opening time. For example, if there is an announced delay of one and one half hours, you should plan to arrive at 9:50 am. That will allow our operations staff time to clear the parking areas and walkways and our faculty to be here prior to your arrival.

Announcements

Announcements and school closings are available when there is no receptionist by dialing 860-535-0606.

- Press 2 for a directory of extensions
- Press 4 for athletic announcements
- Press 7 for inclement weather updates

TRANSPORTATION, PRIVATE PASSENGER VEHICLES

Pine Point is pleased to offer its own shuttle service at a minimal cost to students living outside the Stonington area but within Connecticut. The service offers safe and comfortable transit from centralized pick-up locations in New London and Groton. Availability is limited, but to learn more about this service, please contact the Business Manager.

TRANSPORTATION, CARPOOLS

Carpools are an integral part of transportation at Pine Point School. Carpools are coordinated by individual families. Please inform the School of your specific carpool arrangements. All carpool drivers are expected to drive slowly and use caution when entering or leaving the school's parking area.

At dismissal time carpool drivers should form a line in front of the Lower School building that circles around to the gymnasium. Students from the Lower School will be dismissed from their classrooms and Middle School students from the gym when their carpool is called. Note: Designated dismissal areas are indicated on the map provided on the next page.

Please help with the dismissal. The carpool works best when the teachers are not distracted from listening to the announcer or facilitating their students speedy and efficient exit. Please do not congregate at the exits from the classroom.

If scheduling constraints prevent the carpool driver from using the carpool line, the driver must park in the lot behind the gym and collect the students from their classrooms or the gym. This should be used on an occasional basis and not as a regular routine. **DO NOT PARK IN THE CARPOOL LINE AND LEAVE YOUR CAR UNATTENDED.**

Students bicycling to school must comply with the Connecticut state law that requires children 12 and under to wear protective helmets. We encourage all Pine Point students to wear helmets regardless of age.

TRANSPORTATION, PUBLIC BUSING

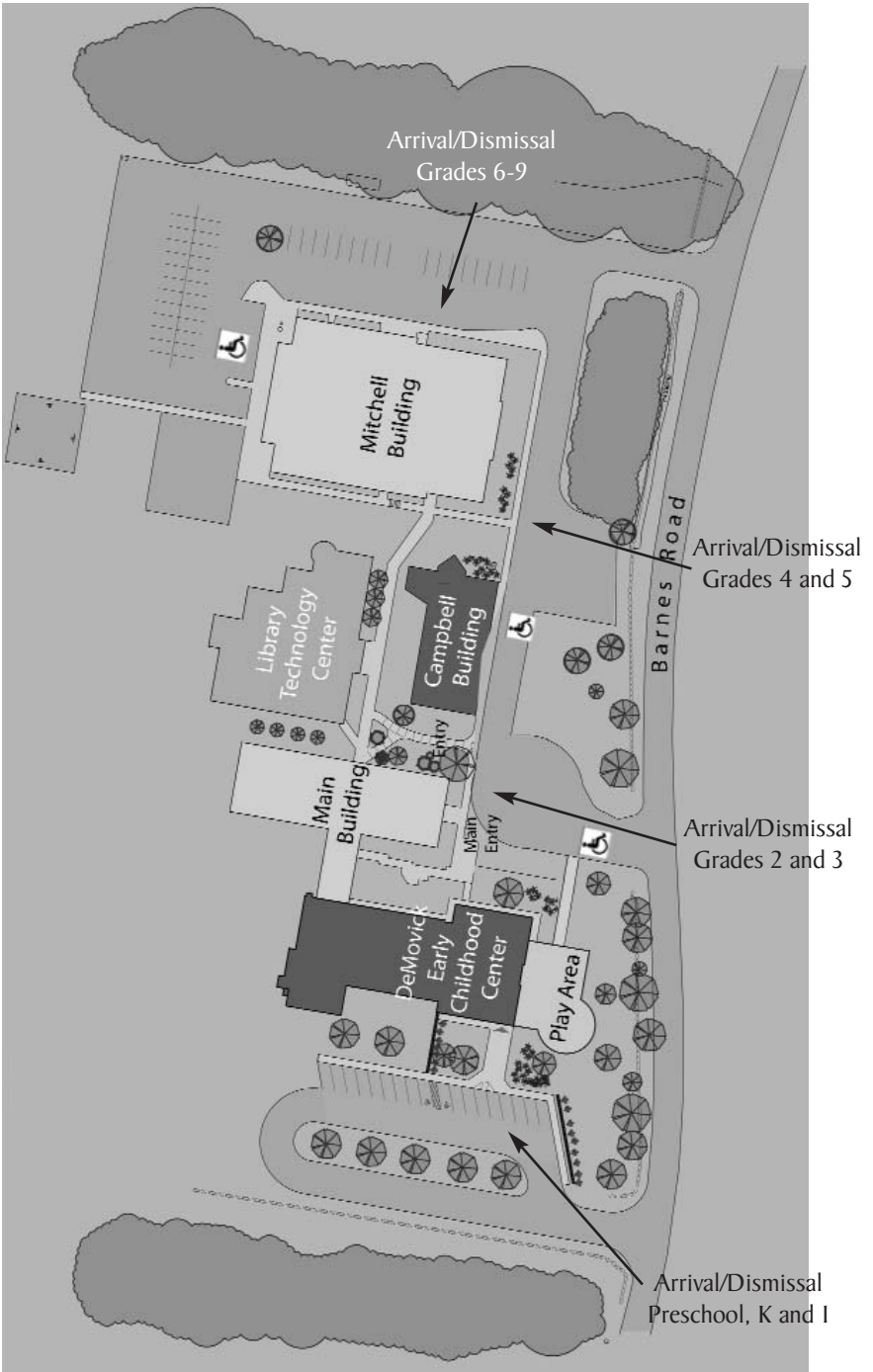
Any questions involving bus transportation should be directed to Gordon Ringer in the Business Office. The Stonington Board of Education provides bus transportation for its residents. Only children who live in the town of Stonington are permitted to ride on the Stonington school buses. Children will not be allowed to change bus stop locations without written parental permission. All students riding on any bus are subject to rules and regulations of the School and the town. Suspension or permanent loss of riding privileges will be imposed for repeated violation of these rules. Student behavior must be consistent with good safety practice and reflect consideration for others. The following rules are to be obeyed in all Pine Point vehicles:

1. Stay seated at all times.
2. Do not distract the driver or interfere with the driving in any way.
3. Do not yell or throw things out of the windows.
4. Do not eat or drink on the bus.
5. Be aware of other people's feelings. Share seats. Make others feel welcome.
6. Students riding in Pine Point vehicles must wear a seat belt at all times.
7. Any misbehavior or damage to buses will be reported to the Pine Point Administration. Appropriate consequences will occur for inappropriate behavior or vandalism.

For more information, contact Gordon Ringer at gringer@pinepoint.org.

VISITORS AND VISITING THE SCHOOL

Pine Point enjoys having many people visit the School throughout the year. Classes may be visited as long as arrangements are made through the Admission Office or Divisional Offices prior to the visit. Guests should announce themselves to the front office and sign in before going to the classroom. The School asks that guests do not distract or disturb the teacher or students during the visit.



North 

The Strategic Plan for Pine Point 2004-2010

In June of 2004, following an extensive and inclusive process, Pine Point adopted The Strategic Plan for Pine Point. The School will continue to provide an exemplary learning environment that focuses on the whole child, that stresses close relationships among all constituencies, and that balances the core intellectual skills with enriched learning experiences. Our strategic plan articulates and outlines measurable action goals for Pine Point to continue flourishing and emerge as the preeminent learning community of its type in southern New England.

In short, the School will:

- Attract and retain the finest personnel
- Present a balanced scope and sequence that focuses on the excellence within each student
- Target methods of teaching that enhance collaboration and partnership
- Maintain fiscal stewardship and financial security
- Provide facilities and surroundings that serve both the school community and larger community
- Embrace diverse experiences within our school population as well as with those learning opportunities we explore

A complete copy of The Strategic Plan and all supplemental data is on file in the Pine Point Library/Technology Center. Progress in the strategic plan can be viewed on our website www.pinepoint.org under "About."

For more information contact Paul Geise at pgeise@pinepoint.org.

STRONG MINDS

ACADEMIC STANDARDS

The School prides itself with maintaining high academic standards. While rigorous, the School's goal is focused on a student's success. Standards for continuation in the Middle School and for graduation are as follows:

1. Passing requirements for each subject in each grade are determined by the individual academic departments.
2. Failure of a course will result in review of the student's record by faculty and administration. At the conclusion of the review, a recommendation will be made as to the status of the student for the following year.
3. Failure in any course in the Spring term will result in the review of the student's record by faculty and administration.

ACCEPTABLE USE POLICY Using Technology at Pine Point

The School maintains technology resources for its students, teachers and the entire community. Everyone plays a role helping to maintain our technology tools so that they are familiar, safe and ready to use whenever they are needed.

As a user of the School's computers, audiovisual equipment and internet access you agree that:

- you will leave all equipment in the condition in which you would hope to find it
- you will not change computer desktops, settings, system preferences or initiate a download without permission
- you will not attempt to circumvent security software and settings which are in place to protect the network and all its users
- you understand that Pine Point's technology resources are provided exclusively for educational purposes
- School staff have access to all your data and records of your online activity
- you will ask for help from a staff member whenever you are unsure about anything

A special note about online communication...

Pine Point School uses email and social networking websites (Facebook, Twitter, Blogger, Skype, and more) because they are powerful communication tools for bringing our diverse, widespread community together. Teachers use these same resources in the classroom for the rich educational benefit they can provide. Many students and families use them regularly to keep in touch.

Pine Point students must remember that their online conduct can impact the life of the School and so it should always reflect the core values of respect, integrity, moral courage and excellence – even at home and after school hours. Any behavior which falls short of these ideals and which affects the School environment will be addressed using the School's discipline policy (see page 27).

For more information contact Chris Hurtgen at churtgen@pinepoint.org.

STUDENT CONDUCT ONLINE

Many Pine Point students interact with their classmates and friends beyond the School's campus and outside of school hours. Digital communication (such as email and chat rooms) and social media sites (including Facebook, Youtube and others) offer easy ways to complete classwork together and foster friendships. A Pine Point student's school day is filled with activities and responsibilities -- in some cases, students can spend more time talking with friends online and after school than they do during the school day.

Students must understand that the expectations for their online conduct are no different than when they are on campus. Respect, Integrity, Moral Courage and Excellence remain the guiding principles, 24 hours per day, 7 days per week. Indeed, students are wise to phrase their online conversations with even more care than normal -- it is very easy for someone to misunderstand a message delivered over the internet.

Any online student conduct that impacts the Pine Point School community which falls short of the core values -- wherever, whenever and in whatever means it takes place -- may be addressed by the faculty and administration. The School's disciplinary process and procedures will apply.

AFTER SCHOOL PROGRAMS

For the safety of our students, no unsupervised children are allowed on campus after 3:15 p.m. Pre-school-Grade 5 (Extended Day)

The Extended Day Program at Pine Point operates from 3:00 – 5:30 p.m. in designated areas. Children from preschool through grade 5 are eligible to attend, with a limit of 10 students per staff per day. The program is intended to meet the needs of children whose parents cannot pick them up at the scheduled dismissal time.

The program provides a supervised but relaxed environment for children to unwind from the school day or for the older children to do homework. A healthy snack and drink is provided. Preschool and kindergarten students are supervised in classrooms in the DeMovick Early Childhood Center which has its own outside playground. The preschool and kindergarten students can be picked up there by 4:45 p.m., otherwise the children are brought down to the Mitchell Gymnasium for pickup. Students in grades 1-5 meet in the Multi-Use Room in the gym at dismissal. Students are free to read, draw, play board games, build with construction toys, or just interact with their school-mates. Students may also use the gymnasium when available and will play outdoors when weather permits.

Enrollment by contract is necessary, although a few spaces are held for emergency situations. Students may enroll for 1 to 5 days a week and parents are billed in advance according to their contracts. Students with contracted blocks of time have priority. Drop-ins will be accommodated only if there is available space. Fees are \$15.00 per day, with an additional charge for late pick-up. An emergency contact information sheet must be completed for each child. The children will be checked in by an Extended Day staff member and must be signed out by an authorized adult.

Grades 6-9 (After Hours)

Middle School After hours is an afternoon program provided to families with children in grades 6 through 9 who wish to have supervision for their youngster or who wish to use the school research facilities beyond the academic school day. Each afternoon following dismissal, the library will serve as a collection point, and an Extended Day staff member will monitor and supervise the students. With permission, students will be allowed to use the computer lab and the library for the purposes of research and general study. Any variations from these assigned areas must be pre-approved by the Extended Day Director. A healthy snack is available.

Middle School students who remain after school without a specific school purpose (sports, chorus, play rehearsals, music lessons, etc.) will be considered part of After Hours. Families will be charged \$6.00/per child for each hour (or any portion thereof.) Normal After Hours will begin at 3:15 pm and conclude at 5:30 pm each day. (If a child remains at the school beyond 5:30 pm, an additional fee will be assessed.) Parents are encouraged to enroll by contract, but will otherwise be billed for student use at the end of each semester. Students who fail to sign out with the supervising staff member will be charged the full daily fee.

If a student is not picked up on time, the Lower school students will be sent to Extended Day and the Middle School students will be directed to the library for After Hours.

There are no after school programs on holidays, snow days, or half days. Extended Day services will be available free of charge on Goal Setting and Parent Conference days. Parents who attend meetings at Pine Point after school must register for an after school program but will not be charged a fee.

All students in Extended Day and After Hours are expected to uphold the school's core values and rules. Any student who does not follow the rules of the program will not be allowed to participate. Repeated late pickups will also jeopardize a student's participation in the program.

Questions regarding the programs may be referred to the Director of Extended Day.

Playground Rules -SAFETY FIRST

- Always be in sight of an adult
- No rough play
- Do not jump off of anything
- Stay in front of the Big Rocks
- Put balls in the bin when you leave
- One person at a time on the slide and feet first
- Swing only forward and back
- Do not jump off the swings
- Use two hands on the "Eiffel Tower" and no bouncing
- Hang only by your hands on the monkey bars

ASSESSMENT PROCEDURES

Conferences

Lower School (Grades K-5)

Individual student's progress is relayed and documented by means of two narrative evaluations at the end of each semester and two parent-teacher conferences at mid-term, followed by a brief summary of the conference. There is also a goal setting conference in the fall.

Students in grades 4 and 5 attend a portion of the second conference. A final conference for fifth graders is held if requested by either the teacher or the parent in May to facilitate the transition to the Middle School. Interim conferences may be requested with parents of those students having social or academic difficulty. Parents are welcome to request additional conferences when necessary.

In grade 5 the evaluation procedure begins a transition toward Middle School. During the second semester, students are given grades on selected assignments. These grades are not recorded in a permanent file but are a means of introducing students and parents to the Middle School grading system. For more information contact Susan Kozel at skozel@pinepoint.org.

Middle School (Grades 6-9)

Conferences in grades 6-9 will be held in the early Fall for goal setting and at the Winter mid-semester for updating and reviewing progress. In February and June narrative comments and semester grades will be mailed to parents. Parent conferences in grades 6-9 will be held in September for goal setting and at the mid-term of each semester (November and April). Students are required to attend these conferences. Additional conferences may be requested by parents or teachers at any time.

The grading system is based on academic achievement. All final semester grades will be supported by concise written evaluations to indicate specific strengths and needs as well as recommendations to help students achieve greater success.

Grading (introduced in the second half of 5th grade)

Academic Grades	Grade Point Equivalent
A Exceptional work	4.00
B Above average work	3.00
C Average work	2.00
D Below average work	1.00
F Unacceptable work	0.00

A + or - adjusts the grade point equivalent by 0.33.

If a student takes E-Latin, 0.1 is added.

Performance-based Assessment

In fifth grade, each student will become "apprenticed" to an interpreter at the Mystic Seaport in order to gain a deeper understanding of what it was like to be an apprentice and what life in a seaport village was like in 1876. Each student will be given a set of guiding questions that will encourage him/her to describe and reflect upon the apprenticeship experience. The students' responses to these questions will be presented both in an eight paragraph essay and a creative, formal presentation to a panel of judges. For more information contact Gay Long at glong@pinepoint.org.

Each eighth grade student will create a service learning project that addresses the question, "What can I do to help?", and volunteer 7-10 hours of service at an appropriate neighborhood site. Students will be required to research the special needs of this site, read a worthy novel that helps to illustrate these special needs, chronicle readings and site-based experiences, write an essay to summarize findings and insights, and present these findings to a panel of judges with visual and/or auditory aids. For more information contact Ham Salsich at hsalsich@pinepoint.org.

Testing

The following standardized tests are administered during the school year:

- ERB's (Educational Records Bureau) - Grades 4, 6, and 8
ERB's will be given in early December and results shared in March.
- Otis-Lennon School Ability Test - Grade 5
- Gates-McGinitie Reading Test - Grades 2-5
- SSAT's offered in November, December and January

ATHLETIC PROGRAM

Pine Point promotes the education of the whole child, and physical development is a large and important part of this process. The athletic program strives to develop in students a life-long interest in personal fitness. Goals for each student include development of self-esteem, sportsmanship, group problem-solving skills, leadership skills, and an enthusiasm for exercise and good health.

Competitive sports include:

Fall	Winter	Spring
Field Hockey	Basketball	Lacrosse
Soccer	Tennis (extra fee)	Gymnastics (non-competitive)
Cross Country		

Sport tournaments take place each season, and Pine Point hosts tournaments in field hockey, soccer, cross country, basketball, and lacrosse.

In accordance with our goals to develop sportsmanship and cooperation, all Middle School students are required to participate in at least two interscholastic team sports a year. Students who do not participate in athletics are required to enroll in physical education classes. Students who sign up for team sports are required to attend after-school practices and games on Monday, Tuesday, and Thursday until 4:30 p.m. **Arrangements must be made for students to be picked up promptly after practice sessions and games.**

A game schedule will be given to students at the beginning of each season. However, please check the weekly calendar to confirm that games have not been changed. We encourage parents and friends to attend all games and support our teams. Middle schools students who do not participate in a sport will be required to attend P.E. classes three days per week. All students must change into proper athletic clothing (see dress code) for each class or practice. For more information contact Doug DeLapp at ddeLapp@pinepoint.org. "Each athlete is expected to fully engage in all practices throughout the season. However, if an athlete is required to miss a practice or practices due to health issues, then a parent's or doctor's note must be provided to the coaches."

ALICIA Z. RUSSELL CENTER FOR ASSESSMENT AND LEARNING

Pine Point educates the whole child and understands that excellence comes in many forms. It is the School's responsibility to understand how each student best learns and provide the optimal environment for educational success. The School employs a Learning Assessment Team consisting of a Learning Specialist, a School Psychologist, a Speech Pathologist, and a Director. They regularly observe and discuss the progress of all students at Pine Point. The team members act as resources for current cognitive research and provide guidance in the application of best practices in teaching. This team participates in weekly meetings with the classroom teachers, and they are consulted whenever a child's progress is in question either for remediation or acceleration. They also consult with the classroom teachers and parents to provide suggestions and recommendations when additional testing, academic or emotional support, or accelerated instruction are warranted.

Direct services from the Learning Assessment Team may include:

- Limited small group instruction for reading acquisition skills grades preschool through 2
- Whole class lessons based on study skills, organization, reading or writing strategies
- Parent consultation

Additional services are discussed at an instructional planning meeting. If it is determined that a student needs additional support, an individualized support plan will be recommended.

Additional fees are charged for the following:

- all one on one instruction, including sessions with the school psychologist
- extended small group instruction, grade 3 and up

Evaluations

The Alicia Z. Russell Center for Assessment and Learning also provides complete psycho-educational evaluations, including speech and language. This service is available to Pine Point and non Pine Point families. For more information on the AZR Center for Assessment and Learning go to the Center's site on the Pine Point website.

Stanford Math (EPGY) (Education Program for Gifted Youth)

The School has a partnership with Stanford University to provide an accelerated mathematics program for qualifying individuals.

Students qualify for EPGY by meeting Pine Point's criteria for excellence in mathematical thinking and computation, and maturation. Students, after being identified by test scores (DST) and teacher recommendation, must then score three standard deviations above the norm in the CMAT or for his or her respective grade.

For more information contact Diana Owen at down@pinepoint.org.

EARLY MORNING

For the safety of our students, children may not be dropped off prior to 7:45 a.m., unless they are signed up for a school sponsored activity/class. There is no Early Morning Program.

HOMEWORK

Assigned homework is considered to be a valuable part of our curricula; therefore, it is a part of the student's overall academic grade.

It is the responsibility of the student with the support of the parent to see that homework is done and handed in on time. Parents should assist their children in the formation of a work schedule for daily and long term assignments.

General guidelines for the assignment of homework are as follows:

- Grades 2-3 Left to the discretion of individual teachers
- Grades 4-5 Scheduled nightly assignments
- Grades 6-9 Left to the discretion of the teachers - generally not to exceed two hours

The amount of time devoted to homework assignments will depend upon the individual student's degree of concentration and classroom attention, learning style, interest and ability. If these time limits vary greatly, the student may need extra help and should request a conference with his teacher.

If a student is absent in grades K-5, a parent may pick up the student's assignment from the home-base teacher. In grades 6-9, a student's books and assignments will be available in the main office following dismissal. In certain classes, on-line access is provided.

Extra Assistance

Extra help is available to students on a regular basis to help refine subject specific skills or knowledge. It is the student's responsibility to request extra help. Teachers will then meet with students either on an individual or group basis. Tutoring, whether contracted with a Pine Point teacher or outside tutor, is for the purpose of more extensive individual support and/or reteaching.

Required After School Study

A student may be required to attend a supervised after school study hall if he/she is deficient in his/her school work. The parent will be contacted by the teacher requiring the study hall.

HONOR AWARDS

Each semester an academic honor roll is compiled based on the grades received for that semester. The academic honor roll includes all students with a B+ or above average. If a student takes E-Latin, 0.1 is added.

The following honor rolls for students in grades 6, 7, 8 and 9 are based on the final course grades for the major academic/arts subjects.

a) **Academic Highest Honors:**

A average, 4.00, no single grade lower than B-

b) **Academic High Honors:**

A- average, 3.67, no single grade lower than B-

c) **Academic Honors:**

B+ average, 3.33, no single grade lower than B-

For more information, contact Diana Owen at dowen@pinepoint.org.

The following awards are announced each year at graduation.

a) **First Scholar Award:**

The following First Scholars were determined by calculating the top grade point average for 2010:

Grade 6 - Georgia White

Grade 8 - Matthew Owen

Grade 7 - Alexander Hawley

Grade 9 - Madeline Neff

b) **Hugh Huidekoper Toulmin Prize:**

The prize is presented in memory of Hugh Huidekoper Toulmin to a student completing Grade 6. The recipient is selected by the faculty and Head of School for possessing qualities similar to the kindness, vitality, optimism, and sincere love and respect for all people which were characteristic of Mr. Toulmin.

The 2010 recipient of the Hugh Huidekoper Toulmin Prize was Mallory McArdle.

c) **David Whittemore Leib Award:**

In memory of David Whittemore Leib, a distinguished and unselfish member of the Class of 1970, this award is made yearly to a deserving student in Grade 7 whose willingness to help the School and whose academic achievement are both meritorious.

The 2010 recipient of the David Whittemore Leib Award was Hanna Kronholm.

d) **Loring Bailey Award:**

In memory of Loring M. Bailey, Jr., Class of 1959, who died in Vietnam on March 15, 1970, this award is given annually in his name to that student in Grade 8 who, in the eyes of his or her classmates and the faculty, exemplifies the spirit of "service to the school."

The 2010 recipient of the Loring M. Bailey, Jr., Award was Matthew Owen.

e) Andrew E. Leadbetter Prize:

This award, in memory of Andrew E. Leadbetter, a member of the Class of 1989, is to be given annually to a student who best demonstrates academic achievement, academic improvement, or the courage of Andrew Leadbetter.

The 2010 recipient of the Andrew Leadbetter Prize was Julia Pereira.

f) Jules Escorcio-Schneider Award:

In memory of Jules Escorcio-Schneider, a member of the Class of 1986, this award is given annually to the student who best demonstrates those aspects of school spirit, cooperation, enthusiasm that were demonstrated by Jules Escorcio-Schneider and that work toward the betterment of the Pine Point community.

The 2010 recipient of the Jules Escorcio-Schneider Award was Cooper Feltes.

g) Marshall McKim Prize for Writing:

This award is given annually in his memory to a student who reflects the sincere love for and appreciation of writing exemplified by Marshall McKim, a member of the Class of 1984 who learned to love writing while at Pine Point.

The 2010 recipient of the Marshall McKim Prize for Writing was Madeline Neff.

h) Mabel Kornacki Carlson Award:

In memory of Mabel Kornacki Carlson, a warm and giving teacher who served Pine Point for twenty-three years, this award is presented to a ninth grade student who has demonstrated patience, caring, and commitment to the community.

The 2010 recipients of the Mabel Kornacki Carlson Award was Joseph Rosen.

i) Nancy Tattersall Roberts Award:

Given in honor of Nancy Tattersall Roberts' fifteen years at Pine Point School by her son, Col. Malcolm Roberts and her daughter Nancy Hibbard Roberts, to a student who has demonstrated a love for and excellence in world language.

The 2010 recipient of the Nancy Tattersall Roberts Award for excellence in world language was Madeline Neff.

j) The Goldman Award for Excellence in Mathematics:

Established on the tenth anniversary of the retirement of Sheila Goldman in recognition of her enthusiasm for mathematics teaching, the award is given by her family to commemorate her fifteen years of teaching at Pine Point and presented to a student in the middle school who displays the curiosity, joy of discovery, and problem solving skills that are fundamental to mathematics excellence. The recipient of the award shall exemplify both talent in the discipline of mathematics and the desire to share that knowledge and insight with his/her classmates.

The 2010 recipient of the Goldman Award was Matthew Owen.

k) Hinkle Award for Latin Scholarship:

This award is given to individuals who have distinguished themselves in the classical study of Latin.

The 2010 recipients of the Hinkle Award for Latin Scholarship were Matthew Owen and Georgia White.

l) The Fine Arts Award:

The Fine Arts award is given to a deserving student in the middle school who demonstrates talent and devotion to personal expression through art, music, dance, and/or theater.

The 2010 recipient of the Fine Arts Award was Asia Carter.

m) **Coaches' Award:**

This award recognizes an outstanding male and female athlete in the graduating class. These students have demonstrated skills, desire, and team spirit throughout their athletic experiences at Pine Point. Their contributions to the athletic program have demonstrated leadership as well as sportmanship, and they have represented the School in a positive way to all competitors.

The 2010 recipients of the Coaches' Award was Lily Hinkle.

n) **Headmaster's Prize:**

The Headmaster's Prize is awarded annually to a member of the graduating class who has demonstrated excellence in effort, academic achievement, loyalty, and service to the school, and whose quiet efforts have helped make this a better school and a happier place to be.

The 2010 recipient of the Headmaster's Prize was Joseph Rosen.

Although all awards are carefully considered, selection of annual recipients is not guaranteed.

CARING HEARTS

THE ROLE MODEL

Pine Point is committed to educating the whole child, and so a caring heart is as important as a strong mind. Our first approach is to provide an adult role model to witness a caring heart in action. Preschool teachers make home visits prior to the beginning of the school year. In grades K-5, students are organized according to homebases, a group who carry out many daily functions throughout the year. Each homebase teacher writes a note home to his or her children over the summer. In the middle school, a faculty advisor is designated for each student for the entire academic year. Both the homebase teacher and the advisor establish goals with their students and parents each. These adult role models are intended to provide the student with a specific adult in the school to whom the student may turn for any reason, academic or otherwise. The homebase teacher and advisor also serve as direct liaisons between the School and the student's parents for consultation and regular communication. When a student is absent, the homebase teacher or advisor will collect homework assignments for parents to pick up in the main office at the end of the day.

EDUCATING THE HEART

School citizenship and character are integral parts of a student's development at Pine Point. It is our intention to support and guide students in accepting responsibility for their actions. To that end, periodic discussions and feedback will be given to students about their citizenship conduct in the classroom, on the playground, as well as on the sports field. For example, the School meets regularly in a town meeting format to address school-wide ethical issues, and weekly in class meetings. The entire school is actively involved in Service Learning. As testimony to the School's commitment to educate the heart, Pine Point was a 2003 finalist and 2007 winner of a National School of Character Award.

UP

"UP" is the acronym given to represent our Umbrella Program for social and moral development at Pine Point School. This program is comprised of curricular-based service learning projects in grades Pre-K through 9, G.I.V.E., character development initiatives, and our 9th grade Moral Leadership Program. Pine Point School embraces its role as a conduit to educational opportunities that facilitate the transition from egocentric to social thought while providing students with the cognitive skills to become productive and meaningful members of society. For more details on UP, please contact David Smith '69 at dsmith@pinepoint.org

Service Learning Program

An important part of Pine Point's mission is to create "a sense of responsibility for self and community." We embrace our role as a conduit to educational opportunities beyond the campus and encourage teachers and students to utilize community resources in academic pursuits and provide service to those in need.

The Service Learning Program at Pine Point is designed to meet the specific social, emotional and cognitive needs of our students through service to neighboring communities. We believe that service learning: 1) fosters cognitive growth through active learning and meaningful problem solving activities, 2) reinforces curriculum goals and objectives, 3) facilitates the transition from egocentric to social thought, 4) provides positive role models to help students make difficult decisions for their own lives and the public good, 5) builds self-esteem by fostering productive relationships with caring adults and providing opportunities for recognizing student achievement, and 6) develops an awareness of social and civic issues, policies and values.

Our Service Learning Program includes Preschool through Grade 9. Projects are designed by the classroom teachers to fit specific curricular goals and the needs of the service-learning site.

Service learning locations include:

Project LEARN	Mary Elizabeth Nursing Home*
Mystic River Homes Congregate*	Westerly Adult Day Services*
Academy Point*	Denison Pequotsepos Nature Center
The Elms*	Westerly Animal Rescue League
Pawcatuck Neighborhood Center*	Mystic Seaport
Boys and Girls Club of America	Rhode Island Audubon Society
Groton Senior Center	Animal Rescue Fund
Roger Williams Zoo*	State of CT Department of Environmental Protection*
New London Community Meal Center	High Hopes Therapeutic Riding Center
The Magnet School	Rhode Island State Beaches*
Turning Points Therapeutic Riding Center	Mystic Area Shelter and Hospitality, Inc. (MASH)
Alliance for Living	Pendleton Nursing and Rehab Center
Mystic Seaport*	Norwich Homeless Shelter

*Current Service Learning Sites

LEADERSHIP AT PINE POINT SCHOOL

Pine Point School believes in the leadership potential of each young person. Through work in academics, the arts, athletics, and other co-curricular activities, and with an emphasis on responsibility to the greater community, the Middle School program is focused on recognizing, nurturing, and developing leadership in each of our students. Pine Point's pillars of leadership - service, initiative, responsibility, and communication - are reinforced within every aspect of the curriculum. Our overall program of study is focused both on securing the core intellectual skills requisite for a strong mind and the experiential opportunities that allow learning to be distinctively enhanced. Our graduates continue in their education confident in their ability to exercise leadership with purpose. Among the opportunities for leadership at Pine Point School are the following:

6th Grade

- Pond Research and Conservation
- Mythology drama performance
- Winter Holiday Dance
- Alton Jones Environmental Studies Trip

7th Grade

- Oral History Project
- 7th/2nd Grade Buddies
- 7th Grade Play Performance
- 7th Grade Trip Current Event Field Surveys
- Valentine's Dance

8th Grade

- Appalachian Mountain Club Wilderness Experience
- Performance Assessment Project
- Washington, DC Trip
- Graduation Dance

9th Grade

- Oceanology Data Collection
- 9th Grade Speeches
- 9th/1st Grade Buddies
- K/1 Family Night
- Yearbook
- International Studies
- Moral Leadership Program
- Halloween Dance

Open to all

- Service Learning
- Athletics
- D.E.A.R. Mentors
- Musical Productions
- G.I.V.E. Committee
- Student Government
- Leading Morning Meetings
- Green and Gold Guides/Hosts
- Music Performances
- Town Meetings
- Class Meetings
- Charitable Fundraising Dress Down Days

CONDUCT

Living out Pine Point's core values, School and home are partners in developing in students the highest standards of honorable conduct, civility and fair play. To that end, the School assumes the responsibility of outlining its expectations for student conduct and relies on the cooperation of parents in supporting the expectations and the School's efforts to uphold them.

Students are expected to be:

- personally and academically honest
- respectful of others
- acting with integrity and moral courage
- mindful of personal and school property
- striving toward personal excellence

Personal Honesty

Due to the nature of Pine Point's intimate and open learning environment, trust and honesty are essential elements required of each student. The School expects all members of the community to be honest at all times, and any breeches to such honorable behavior are grounds for serious disciplinary action.

Academic Honesty

Presenting the work of someone else as one's own is academically dishonest. Academic dishonesty is broadly construed to include giving or receiving unauthorized aid on a test or paper, possessing or using unauthorized materials on a test, paraphrasing or quoting the works of another on any written work, (including computer programs) without proper acknowledgment of the source or sources used (plagiarism), and giving or receiving unauthorized assistance in the preparation of any work (including homework) done in or out of class. Any student involved in academic dishonesty violates a major expectation of the school and will be appropriately disciplined by the administration. Faculty and/or the administration will work with the student to promote positive changes in behavior. Rarely are students dismissed without an opportunity to correct their actions. During this process, at the discretion of faculty/administration or at the request of the parents, there may be a parent/student/administration conference.

DISCIPLINE

Pine Point sets high expectations for student conduct. It is necessary, therefore, to have a procedure to help students attend to and change behavior that falls short of School expectations. Inappropriate behaviors include, but are not necessarily limited to the following:

- Lack of civility
- Non-compliance to classroom rules or core values
- Non-conformance with dress code

- Tardiness to class
- Inappropriate displays of affection
- Behavior or actions that interfere with learning
- Inappropriate online conduct during or outside of school hours

In the Lower School, the classroom teacher or an administrator, as necessary, handles discipline. If a student's conduct or behavior puts others at risk or creates an atmosphere that interferes with the classroom learning environment, parents may be required to pick up their child for the remainder of the school day. Should inappropriate behavior continue, the School and parents will work together to implement a personal plan of action. If, in the judgment of the Head of School, sufficient progress toward creating an environment conducive to learning is not met, then a student's place in the school community will be in jeopardy.

In the Middle School, there are specific disciplinary actions possible.

Detention

When a teacher observes inappropriate behavior by a Middle School student and conversation with the offender seems insufficient, the teacher will write a description of the behavior on a behavior/detention slip. One copy will be given to the student, one to the Assistant Head of School, and one to the student's advisor. The parent will be contacted by the teacher who issues the detention. The student will then be required to serve a detention on a fixed afternoon during the week, to be specified at the beginning of the school year. The student will sit for one hour of silent reflection to contemplate more appropriate ways of behaving. On occasion, students will be required to write letters of apology. All after-school activities will be forfeited to serve a detention. If a Middle School student receives three behavioral detentions during the same semester, the following process will be initiated:

1. Parents are notified and a conference date set to discuss the behaviors in question.
2. Student and parents are advised that four detentions warrant an in-school suspension and five detentions result in an out of school suspension and the loss of extra-curricular privileges for the remainder of the semester. Privileges include after-school sports, club activities or school-sponsored dances.

Suspension/Dismissal

Creating a safe and mutually supportive learning environment for our students is of utmost importance. The following situations put all students at risk, will not be tolerated, and will result in either an in-school or out of school suspension or dismissal from school:

- disrespectful behavior
- dishonesty-physical or emotional abuse or intimidation of another student
- possession, use or sale of drugs or alcoholic beverages
- possession of a weapon or any device that can be used as a weapon in school, in school vehicles, or on any off-campus, school sponsored activities
- damage to school or others' property, including computer files/data
- theft

A student may be suspended for one to three days. He or she must be accompanied by his or her parents upon return to school. An out of school suspension may result in a loss of extracurricular and social privileges for the remainder of the term. Out of school suspensions will be recorded in a student's permanent record. After two suspensions a student may be expelled. In cases where a student's behavior threatens the safety or welfare of the community, the School reserves the right to dismiss that student immediately. The decision of the Head of School in such matters is final.