



The Nutshell

2023–2024

An Inside Look at
Programs, Policies, and People

The Pennfield School





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The Pennfield School’s Mission

The mission of The Pennfield School is to create an inclusive community of dedicated learners, who have an appreciation for the joyful pursuit of knowledge—and respect for themselves and others as a way of life.

At Pennfield, we provide students with a rigorous, challenging, and exciting program that gives our graduates the finest preparation and the greatest number of options for secondary school.



THE PENNFIELD SCHOOL CLASS OF 2023
PHOTO: ROB VAN PETTEN

The following overview covers the curriculum for all grades, outlining general objectives and study materials for each subject and level.

As you peruse these pages, keep in mind that education, being an evolutionary process, demands that our program be constantly refined and revised to meet the needs of our students. Pennfield faculty share the objective of providing students with a love of learning, a well-integrated and meaningful understanding of each subject, and a sense of responsibility toward themselves and each other.

Grades preschool (age 3) through eighth at Pennfield are sectioned into three departments: Primary, Lower, and Upper. Although this overview is broken down by department for the reader's convenience, the scope and sequence of the curriculum is not interrupted by the students' progression from one department to the next. The Pennfield School's Head of Lower School and Head of Upper School work together to ensure continuity in our academic program.

The Pennfield School does not discriminate on the basis of age, gender, race, religious affiliation, non-disqualifying handicap, sexual orientation, family composition, ethnic or national origin, in the administration of its admissions, financial aid, educational policies, hiring or any of its school practices.

Primary School

The Primary School is comprised of preschool and pre-kindergarten. There are three classrooms divided by age. Maximum class size in preschool is twelve and pre-k is sixteen, with a teacher and an assistant. These programs run from 8:00 a.m. until 1:00 p.m. with optional Extended Day hours.

The Primary School curriculum focuses largely on socialization and early life skills, introducing children to the world of school and learning in a nurturing environment. Teachers model respectful listening and appropriate language for conflict resolution. They involve children in finding positive solutions for disagreements. Children learn to use their words effectively to communicate their thoughts and feelings. Through games and group activities, Primary students practice

patience and sharing. They build friendships and learn to appreciate their peers' different backgrounds, ideas, and emotions. Teachers foster positive group dynamics through the emphasis on cooperation and teamwork during group play and clean-up times.

Thematic units provide a basis for elementary learning of all kinds, interweaving activities, literature selections, field trips, games, and discussions. Weekly visits to the school library extend the learning experience beyond the classroom. Science, Spanish, music, and physical education are also included to enrich the program. Plenty of playground time provides for development of gross motor skills and spatial awareness.

Games, gymnastics, and dance foster physical and emotional development.



PRESCHOOL

The preschool program aims to develop emerging language skills. Children learn the connection between print and speech, explore books independently, and re-tell favorite stories. They notice print in the classroom and recognize that it has meaning. Students also begin to recognize uppercase and lowercase letters and frequently used words. They are also able to write their own name. As communication skills develop, children ask and answer pertinent questions, state facts and observations, use language to solve problems, and participate readily in singing, storytelling, finger plays, and rhyming games. Thematic units encompass all academic areas, including art.

Each week a new letter is taught. Students learn to recognize each letter, make the sound(s) it makes, write the letter, list words that begin with the letter, differentiate between upper and lowercase letters and recite a rhyme that highlights the letter. Sign language is introduced.

Math learning is comprised of classifications, patterning, one-to-one correspondence, sequencing, numeration, measurement and graphing. Numbers are explored through puzzles, rhymes, and songs, as well as hands-on manipulatives of all sorts. Sand and water play teach students about measuring, weighing, and volume.

Social studies lessons are part of the Morning Meeting. Some units include seasonal themes, community helpers, insects, and social/emotional development.

The science curriculum for preschool students focuses on simple natural and physical science concepts. These ideas are explored further each week as students visit the science table in the room and investigate a variety of material with scales, magnifying glasses, and their senses. The children also make simple observations, predictions, and generalizations based on real-life experiences.

Preschool students have a Spanish lesson each week, introducing them to the language they will study through grade eight. In addition, students enjoy weekly music and physical education classes.

PRE-KINDERGARTEN

In pre-kindergarten, language arts learning expands to memorization of rhymes, songs, and poems. Pre-kindergarteners gain letter and word recognition through letter of the week activities and comprehend that print is read from left to right. *Handwriting Without Tears* curriculum is used to teach correct letter formation techniques and to help children observe their own dictated stories in written form. The children's speaking and listening vocabularies continue to grow.

In math, pre-kindergarteners expand their shape vocabulary and continue with the concepts of patterning and sequence. They readily count up to 20 objects and begin to recognize and apply number symbols. Spatial concepts such as in/on, above/below, and top/middle/bottom are examined through play and stories.

Weekly science lessons, often consistent with the monthly theme, allow students to explore the natural world. During the fall and spring terms, the students focus on the Pennfield garden by exploring seeds, observing plant growth, harvesting, and composting.

Pre-kindergarteners take part in weekly Spanish lessons where they learn songs in Spanish, along with beginning numbers and words. Additionally, students attend weekly music and physical education classes. Play through games, songs, and daily recess helps children develop spatial awareness and strengthen gross motor skills.

Mindfulness techniques are introduced during a weekly Yoga class. Play through games, songs and daily recess help children continue developing spatial awareness and strengthening gross motor skills.

Lower School

Pennfield's Lower School consists of kindergarten through fifth grade, and is located in the downstairs wing of the school. English, math, and social studies are taught by the classroom teacher in a self-contained classroom. Specialized teachers provide science, Spanish, library, art, music, health, and physical education instruction. Beginning in grade two, weekly technology classes are added to the curriculum.

In the fall, fourth and fifth grade students participate in a day trip to an outdoor educational facility for team-building. It is a great bonding and learning opportunity for both the children and teachers.

In the winter, grades one through three work cooperatively and independently on a cross-curricular thematic social studies project. These Lower School students combine social studies, language arts, research, music, movement, and public speaking to create and share an oral presentation with the school community.

The study of Spanish begins in preschool and continues through grade eight. Interactive games and songs allow students to engage with a variety of themed vocabulary. Cultural materials and literature are routinely used within lessons.

The goal of the Spanish program in the fourth and fifth grades is to prepare students for the structure and rigor of Upper School Spanish. Students have many opportunities to practice using the language through student-created skits, emphasizing greeting vocabulary. Basic Latin American geography is introduced which provides real-world context for the students.

Children in the Lower School also engage in art, music, library, and physical education classes, and through these co-curriculars, develop their strengths in each of these areas. Each year builds upon the lessons learned from the year prior, and

students master skills in each of these disciplines at an age-appropriate level.

Art is a core part of every student's education at The Pennfield School. Kindergarteners through fifth graders work with a wide variety of media. They explore drawing, painting, printmaking, ceramics, and sculpture. The students work to grow their understanding of the elements and principles of Art by working with a variety of media to create projects that help refine their skillset. Students explore their creativity through artistic process and are encouraged to use art media expressively. Projects are appropriate to students' levels of development, progressing gradually each year. The teacher introduces art history and multicultural arts; students learn to appreciate many different kinds of art and to discuss their own work constructively. Students partake in a spring Arts Week.

In Lower School music, students learn to recognize beat and rhythm patterns. Students build confidence in their singing and increase their vocal range. Children experiment with simple instruments, including the xylophone, drums, and electronic keyboards. Students also



In science, students conduct hands-on experiments.

improve their physical coordination and rhythm comprehension through dance. In preparation for Upper School, 5th grade students are introduced to concert band and select a musical instrument to study. In addition to band, 5th grade students may also choose to participate in Select Chorus. The children perform numerous times in front of their peers and parents.

Health education in the Lower School first through fifth grades focuses on student awareness of taking care of oneself. Throughout the curriculum, students in these grades learn about the steps to maintain their overall health including staying physically fit, understanding the value of nutrition, and establishing an awareness of their social and emotional health.

Physical education in the Lower School emphasizes Movement Education. This program utilizes games, gymnastics, and dance to foster the child's physical and emotional development through the movement concepts described as body awareness, space, effort, and relationships. It is designed to build on those concepts through axial movements, loco motor skills, balance, and manipulative skills. This development will lead into sport education as the students become competent in basic skills and mature physically and emotionally.

Our Enrichment Program provides students with the opportunity to explore non-traditional subjects during the regular school day. Students in Grades K-5 have the opportunity to problem solve and collaborate during Makerspace, practice mindfulness in weekly Yoga class, and gain increased confidence and explore creative expression in Theatre. Each enrichment class meets weekly.

KINDERGARTEN

At this level, The Pennfield School's program matures to full day (8:00 a.m. – 3:00 p.m.), and students begin more structured lessons.

Specialized teachers teach the co-curricular subjects: science, art, music, foreign language, library, and physical education.

In language arts, students use a variety of teaching materials to ensure each student's growth in reading and writing proficiency. Engage Literacy Capstone readers are used frequently for guided practice. Wilson Foundations supports daily phonics lessons and activities. Center for the Collaborative Classrooms, *Being a Writer* includes instruction in handwriting: focusing on posture, grip, paper position, capital and lowercase letter formation, and writing words. Supplemental activities, games, and practice materials are often introduced to provide support and engage learners.

Among many topics studied throughout the year, social studies units may include families, friendship, travel, amazing animals, neighborhoods, food, traditions, and children's interests. Activities, "show and tell," field trips, and reading selections may all be based on the current theme.

Beginning in kindergarten, math is taught using the Singapore Math series, *Math in Focus*. The hands-on program teaches young learners about time, money and measurement, geometry and spatial sense, as well as the concepts of data and chance. Study includes counting and numeration, correct number formation, numerical patterns, functions, sequences, operations, and problem solving.

Science learning focuses on observation skills. The students start the year observing The Pennfield School grounds, developing an understanding of living and non-living properties. The Healthy Me unit focuses on the self through exploring senses, growth, and the major organs of the body. The year finishes out with an introduction to the physical sciences wherein students explore motion, magnetism, and sound.

GRADE ONE

In first grade, students continue to develop their reading and writing skills every day, both independently and in teacher-led small groups. Language arts instruction uses a workshop model to enhance applied spelling, grammar, and handwriting abilities, while encouraging imaginative and original storytelling and a love of reading.

The *Math in Focus* program continues to engage students in a hands-on examination of linear and weight measurement, thermometers, calendars, clocks, and money. Students begin to use mental arithmetic by memorizing addition and subtraction facts. First-grade math introduces a number of concepts: fractions, place value, number sense, mathematical relations and real world word problems, which will be expanded on in later grades.

In social studies, first graders explore a variety of themes over the course of the year. Students begin with a unit on Families and Communities, followed by Working Together, Economics, and a unit on Colonial Times and Customs/ Traditions. Current events are read and discussed through the *Scholastic News* publication. Participation in the cross-grade Lower School presentation is also an integral part of the first grade social studies program. First graders end the year with an in-depth study of landforms and bodies of water, culminating in an inquiry report on a mammal of their choice.

First grade science introduces concepts of light and sound, heredity and mimicry, Earth's place in the universe, and weather patterns. In addition, students explore the vast and varied elements of nature and its cycles on the beautiful Pennfield campus, its gardens, and the Aquidneck Land Trust Trail that borders the school. During their life cycle unit, students

participate in Project Chick where they enjoy observing the egg hatching process. Technology and engineering are incorporated as students ask questions, make observations, and gather information about a situation people want to change and define a simple problem that can be solved through the development of a new or improved object or tool.

GRADE TWO

The second-grade language arts curriculum maintains the incorporation of both phonics and guided reading with the *Being a Reader* program. While reading abilities vary, most students are ready for early chapter books and are expected to read independently in school and at home, on a daily basis. With more advanced fine motor control, students work on handwriting formation and ultimately, cursive formation. With the help of the *Being a Writer* and *Making Meaning* programs, students continue to gain depth of reading comprehension and writing. Formal instruction in spelling, grammar, and Writer's Workshop continues, as does foreign language study. Vocabulary is also an important component of the language arts curriculum, and instruction focuses on highly useful words that appear in a variety of texts. Students build representations of these words and their connections to other words.

Over the course of the year in social studies, second graders move through a series of units on Native Americans, national symbols and landmarks, Rhode Island state history, local geography, and basic economics. Students discuss current events they read about in the publication, *Scholastic News*. Participation in the cross-grade Lower School presentation rounds out the curriculum.

In mathematics, students review addition and subtraction facts, time and money concepts, and



Students practice media literacy and digital citizenship in weekly technology classes.

patterning. The study of fractions, measurement, decimals, and place value becomes more in-depth. Two- and three-dimensional shapes are introduced as a prelude to geometry. Students begin memorization of multiplication facts and operations.

Science in second grade expands the concepts of the previous year with a focus on matter and its interactions, energy and diversity in ecosystems, biological evolution, and Earth's systems. All lessons involve hands-on learning and/or outdoor experiences. The engineering design component enhances previous expectations of asking questions, making observations, and gathering information with development of simple sketches or physical models designed to solve problems. Students then analyze and compare their designs by using different materials in the process.

GRADE THREE

The third-grade language arts program builds on skills taught in first and second grade. Students focus on reading a wide variety of books while continuing to write daily and create meaning between reading and writing. Formal spelling and vocabulary are important components of the curriculum, as is grammar instruction and handwriting practice.

In social studies, third graders are introduced to mapping and map reading skills, along with the geography to the United States and the continents of the world. Immigration to the United States through Ellis Island during the late 1800s-1900s is also a highlight. As in grades one and two, the cross-grade presentation, in one of its three incarnations, plays a major role in the social studies curriculum.

In math, students continue using the *Math in Focus* curriculum as they move ahead to multi-digit addition, subtraction, multiplication and division. The study of fractions, place value, decimals and geometry continues. Math facts and skills are reinforced through a variety of math and computer games.

Third-grade scientists possess a strong background in the basic concepts of life, earth, and physical sciences. Throughout the year, the students delve deeper into these concepts and begin to experiment in order to gain a deeper understanding of the world around them. Third graders act like real scientists as they learn how to design and carry out experiments, record their findings, and write conclusions in their science journals. During one of the life science units, third graders explore birds of prey. Our school's campus provides a unique opportunity to observe some of these animals in the wild. Third graders also participate in a highly interactive unit that introduces simple machines and how they work.

GRADE FOUR

The fourth-grade language arts curriculum places an emphasis on writing. Students learn the mechanics of writing as they create narrative, descriptive, expository, procedural, and persuasive pieces, in addition to poetry. *Being a Writer* workshops emphasize the steps of writing: drafting, revising, editing, proofreading, and publication. Students learn to peer edit while working together to enjoy the writing process. Programs include the Center for the Collaborative Classroom Literacy Suite (writing, literature, spelling, grammar), Sadlier-Oxford's Vocabulary Workshop, and novels in a wide variety of genres.

The social studies curriculum in the fourth grade has a dual emphasis. The first is a study of the geography of our country as well as major countries around the world. This guides students as they explore the history of events that have impacted the United States with a close study of Rhode Island. The second focus is the study of historical events from the period of the Industrial Revolution through the Gilded Age. Students also spend time learning and reflecting on current events around the world. The fourth- and fifth-grade focus unit combines a social studies topic with research writing, culminating in a schoolwide presentation from each student.

In fourth-grade mathematics, the students gain a more in-depth understanding of decimals, fractions, measurement, and probability. Previously mastered skills, such as multiplication and division facts, are applied to new multistep concepts. Fourth graders identify and construct geometric shapes, estimate and compute with larger numbers, and interpret data using graphs and statistical landmarks.

Fourth-grade science students study many different energy forms by relating the speed of an object to the energy of that object and making observations to provide evidence that energy can

be transferred from place to place by sound, light, heat, and electric currents. In addition, students will study how internal and external structures of plants and animals support survival, growth, behavior, and reproduction, and how animals receive and react to information through their senses. Lastly, students will study rocks and other components of Earth's features. The engineering design component challenges students to address a problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

GRADE FIVE

English in fifth grade has five components including, reading, writing, vocabulary, spelling and grammar. The Center for the Collaborative Classroom (CCC) serves as the foundation for our lessons in reading and writing with a strong focus on reading comprehension, reading strategies and the mechanics of writing. Students are given the opportunity to explore a variety of genres to deepen their understanding of both fiction and nonfiction works through whole class novels, small literacy circles, and independently chosen reading. The mechanics of writing are practiced through mini-lessons and applied to numerous forms including the narrative, descriptive, poetry, expository, persuasive, and informational writing. These skills are reinforced through the writing process with drafting, revising, editing, proofreading, and publication. To support both reading comprehension and writing across the curriculum, students engage in weekly lessons in vocabulary, spelling, and grammar.

In fifth grade, students gain perspective as they discover the significance of historical events through the inquiry and investigation of accounts in US history. The year begins with a study of the



Students often work in small literacy circles to explore a variety of genres and deepen their understanding of both fiction and nonfiction.

US Constitution and overview of our government and system of leadership. Students then take this knowledge to explore the Great Depression, WWII, and the Civil Rights movements of the United States. The class reads a variety of texts and uses a wide range of resources, including maps and timelines, to support their studies. Also, during the year, fifth grade collaborates with fourth grade on a focused research project that culminates in a school-wide presentation from each student.

The fifth grade math curriculum uses Houghton Mifflin's *Math in Focus* to build mathematical understanding and develop critical thinking skills necessary to solve problems. With a strong focus on computation, students develop an understanding of math concepts through hands-on learning, visualization, and pictorial models. More specifically, students will learn the importance of place value as it pertains to computing more difficult addition, subtraction, multiplication, and division problems. They will

also compute with fractions, decimals and percent, explore geometric and algebraic concepts, organize data for analysis, and learn graphing skills.

In fifth grade students delve deeply into properties of matter by developing models, charting changes due to a variety of factors, identifying materials, and mixing substances to create new ones. In addition, students study forces and energy, Earth's place in the universe and its ecosystems, and create engineering designs that compare multiple solutions to a variety of problems (such as environmental concerns). The students spend a majority of class time, and their double period lab sessions, going out into the field, conducting hands-on experiments, and reflecting in their journals to track progress.

Upper School

In Upper School, students in sixth through eighth grade move from class to class throughout the day in a departmentalized system, storing their belongings in personal lockers. In this fashion, students prepare for the higher level of autonomy that they will experience in secondary school.

Each student is assigned a faculty advisor. In addition to periodic individual conferences, students meet in groups with their advisors during one lunch period each week. Topics covered with advisors include goal setting, study skills, decision-making, and universal values.

Advisors also assist Upper School students with their assembly speeches, which begin in grade six. Sixth and seventh graders present a topic of their choice, such as hobbies, talents, camps, pets, travels, etc., in front of the faculty and entire student body. Leading off the assembly speeches for the year, eighth-grade students present their service work (a 20-hour minimum requirement to be completed during the summer) to the school. Each advisor reviews their advisees' presentations, offering feedback and guidance. Following the assembly speech, students respond to questions from the audience.

At the end of each academic day, students are engaged in Sustained Silent Reading. Each student is required to bring a novel of choice to his or her last period class.

A number of additions are made to the weekly schedule that address the needs of this age group and their level of study. One period per week is set aside for each Upper School section to meet with the Head of School. These classes concentrate on timely discussions of current events, values clarification, and preparatory information for applying and proceeding to secondary schools.

Every Wednesday morning the Upper School holds a "Town Meeting," led by the Student Council and separate from the regular assembly, to discuss issues and concerns that pertain solely to grades six through eight.

Traditionally, an annual Upper School fall trip takes place at the start of the school year. Accompanied by Pennfield faculty chaperones, Upper School students travel to an outdoor educational camp for three nights. The shared experiences foster mutual respect, cooperation, goal setting, and leadership opportunities. A greater appreciation for the natural world is obtained and reinforced through this trip as well.

In Spring whenever possible, the Upper School students are invited to travel abroad during their March vacation, accompanied by Pennfield faculty. In the past students have had the opportunity to travel to countries such as China, Spain, and Costa Rica. Travel experiences provide opportunities to practice language skills, increase cultural awareness, and serve others in the communities students visit.

The curriculum for Upper School health, physical education, art, and music follows a progression for the three years. Students master basic skills that enable them to work independently and advance according to their own creativity and stamina.

Health education in the Upper School, sixth through eighth, builds upon the Lower School health curriculum. As students get older, new topics are discussed in addition to their overall physical and emotional fitness, and nutrition. Students in these grades also concentrate on conflict resolution, establishing and maintaining relationships, understanding common diseases and medicine safety.

The physical education program in the Upper School is based on the combination of the Sport Education and Tactical Games models of teaching games for understanding. The goals and objectives are to develop skills and fitness specific to particular sports, appreciate and be able to execute strategic play, participate at appropriate levels, work effectively within groups, share in class outcomes, and provide

responsible leadership. The students will be given the opportunity to develop and apply knowledge about the sport. They will appreciate the rituals and conventions that give the sport its meaning and the roles that surround athletics: officiating, publicizing, keeping statistics, and the celebration of culminating events.

The Upper School art program is a foundation course focusing on the elements and principles of design. Skills are developed through projects in drawing, painting, printmaking, ceramics and sculpture. Art history is woven into the curriculum and frequently integrated with classroom subjects. Studying the art, life, and processes of a diverse group of artists in a variety of different projects, and museum explorations expose the students to the art world. By eighth grade, students are fluent in a variety of media with a firm foundation in design and an appreciation for the art of many cultures.

In Upper School, students may choose to participate in the theater program as actors or as part of the tech crew. Productions have included musicals such as *The Lion King*, *Seussical*, and *Willy Wonka*.

In Upper School music, students may select either band or multimedia music. Upper School band participants meet twice weekly and are encouraged to maintain a schedule of individual

lessons on their instruments. Multimedia music students meet two times per week and study a variety of music technology, composition, music history, music theory, and sound engineering. In addition to required classes, students may also choose to participate in Select Chorus. Opportunities for performances arise throughout the year at assemblies and concerts.

In addition to our traditional co-curricular classes, our Enrichment Program provides students the opportunity to explore theatre, maker space, and sustainability during 10 week mini-courses in each subject. Theatre students study acting techniques which are directly applicable to a multitude of life situations that can benefit from a proper understanding of how to listen, breathe, speak, react, move, improvise, collaborate, and interpret a variety of written works. In Makerspace, students practice taking ownership of their creative skills to come up with resources and real world applications for solving problems. Upper school students will work together on projects and hands on activities around the school during Sustainability studies. Discussions surrounding a multitude of environmental issues on the forefront of our planet and society are covered: climate change, recycling, carbon audits, composting, and animal populations.



The annual upper school trip fosters cooperation, goal setting, and leadership skills.

GRADE SIX

In sixth-grade English, students improve their reading and vocabulary by increasing their familiarity with a variety of literary genres, including poetry, drama, and novels of fiction and nonfiction. In both expository and creative writing, they continue to work on the writing process: outlining, drafting, and editing. Reading includes Christopher Paul Curtis' *The Mighty Miss Malone* which exposes students to historical fiction of The Great Depression. *The Breadwinner* by Deborah Ellis describes the journey of an Afghani girl who becomes the sole source of work in her family. The seasonal classic *A Christmas Carol* by Charles Dickens transports students in time. They also read Rodman Philbrick's *Freak the Mighty* which brings about deep discussions of acceptance and inclusion. Students are introduced to the MLA writing style which continues throughout their years in Upper School. Instruction also continues in grammar, vocabulary, and spelling. Upper School students are also introduced to oral presentations to the student body on a subject of their choice.

The history curriculum focuses on ancient history, specifically that of the Stone Age, the Fertile Crescent, Egypt, China, Greece, and Rome. Using texts, stories, art, and multi-media projects, students examine the political and economic systems, religions, social institutions, languages, customs, and technological and artistic development of these civilizations.

In mathematics, sixth-grade students further develop their number sense by mastering operations with fractions and decimals. A special emphasis is placed on proportional reasoning as students apply their number skills to solve problems. In the geometry and measurement domain, students solve perimeter, area and volume problems, transformations, and measurable attributes of two-dimensional and three-dimensional objects. Sixth-grade students also gain a greater understanding of statistics and measures of central tendency. Finally, students are introduced to some algebra competencies, which represent patterns and relationships, as they learn to solve equations and inequalities.

International travel gives students opportunities to practice language skills, increase cultural awareness, and serve others.



In science, sixth graders concentrate on astronomy and earth science, using experimentation and observation, prediction and collection, and analysis and presentation of data. Students learn about the planet Earth from core to atmosphere, including its land, water, and air “spheres.” They also explore Earth’s moon and our planet’s place in our solar system and the universe beyond. Students acquire techniques for designing their own experiment for both written and graphic communication of data.

In the sixth grade, oral proficiency continues to be a high priority. Speaking practice becomes part of the group’s daily routine. Grammatical points covered in sixth grade include definite and indefinite articles, regular AR, ER, and IR verb conjugations, interrogative expressions, and the use of adjectives. Various projects allow students the opportunity to utilize their language skills in creative ways. Cultural studies focus on the geography of Latin America, as well as relations between the United States and Cuba.

GRADE SEVEN

Seventh-grade English exposes students to nonfiction, dystopian fiction, fantasy and realistic fiction genres of reading and writing. Students contemplate more deeply the structure of socioeconomics in classic literature such as *The Outsiders*, they work toward understanding culture and economic structure in Saroo Brierley’s gripping account of being a lost child in India in *Lion: A Long Way Home*, additionally students get immersed in the detailed language of J.R.R. Tolkien’s fantasy story, *The Hobbit*. Lois Lowry’s *The Giver*, introduces students to what one may think is an idealistic society. Writing assignments include, but are not limited to, their own fiction stories, personal narratives, and journaling.

Students interact with daily grammar lessons and learn vocabulary in context.

World Cultures is the seventh-grade history course. A major focus of the course is to develop a meaningful understanding of the world around us. Using the elements of culture and themes of geography as tools, students examine several regions of the world, including, but not limited to, Africa, the Middle East, Asia, and/or Latin America. Students also engage in a survey study of world religions. Novels, short stories, and films may be used to gain greater insight into the life of these regions. A concurrent study of local, national, and global current events is also followed.

Seventh-grade mathematics students transition to pre-algebra using the *Prentice Hall* series textbook. To prepare for algebra, more emphasis is placed on algebra competencies. Students model and solve more complex real-world problems using equations and graphs. Students build on their number sense to understand properties of numbers and continue to apply geometry and measurement skills. Students model more abstract ideas using expressions and equations and are introduced to the concept of a function.

Seventh-grade biology is dynamic. Students delve into the unity and diversity of biological evolution, inheritance and variation of traits, ecosystems and their interactions and energy, and the the history of biology along with the scientists that shaped modern theories and practices. In addition, students begin studies of growth, development, and reproduction of organisms along with their study of natural selection and adaptations. During lab periods, students observe cells under microscopes, dissect ocean animals, and develop possible solutions to specific engineering challenges.

Seventh graders develop increasingly more sophisticated use of the Spanish language as their grammar skills and vocabulary increase. Possessive adjectives, comparative phrases, and stem-changing verbs are a few of the concepts covered. Cultural studies focus on the countries of Mexico, Puerto Rico, and Spain. In the seventh grade, students have their first opportunity to participate in the National Spanish Exam.

GRADE EIGHT

The intensity of every subject increases as eighth graders ready themselves for graduation to secondary school. Our most senior students enjoy several unique experiences during the year, including preparation of the yearbook, student council leadership, and a significant community service requirement.

Students in grade eight are required to invest a minimum of 20 hours of service in an agency of their choice (subject to the approval of the program coordinator) and to detail their experiences in a written report and an assembly speech. Through this program, students learn the value of civic and social responsibility.

Eighth-grade English focuses the students more deeply in dystopian fiction, historical fiction, nonfiction, and Shakespearean literature. Students analyze order vs. chaos, among other themes in William Golding's *Lord of the Flies*. Historical fiction is approached in two ways: Arthur Miller's *The Crucible* and John Steinbeck's *Of Mice and Men*. Both take place in time periods in the U.S. that expose students to history of the time in addition to the plight of humans under their particular circumstances. Elie Wiesel's, *Night*, brings the atrocities of the Holocaust through Wiesel's personal account as

a 15 year-old surviving his time in a concentration camp. Students complete their year with a Shakespearean play giving them the opportunity to learn and write poetry in iambic pentameter. Growth in vocabulary is completed in context with the novel reading and correlated writing assignments, as well. There is a great emphasis in response to literature with citations.

In history, students examine American history from early colonization through the Civil War. The major units of study include: Religious and Economic Motives of Colonization, the American Revolution, the United States Constitution, United States Expansion, and the Civil War. In addition to course content, particular focus will be given to writing, researching, and critical thinking skills.

Eighth-grade mathematics students complete a full year of Algebra I using the *Prentice Hall* series textbook. Students learn mathematics as a symbolic language to represent ideas. Students use multiple representations (graphs, charts, and words) to make predictions and demonstrate their understanding of real-world relationships. Students are introduced to polynomials and factoring, as well as linear, exponential and quadratic functions and graphs; they also master their understanding of exponents, powers, and roots. They apply algebraic reasoning to geometry, statistics, and probability problems.

Eighth-grade science study concentrates on human physiology and physics. By this level, students can independently apply the techniques of experimentation, data collection, and analysis that they have been practicing in the previous years to create, conduct, document, and analyze their own experiments.

In eighth grade Spanish, students continue to build upon their grammatical and vocabulary base and sharpen their composition skills.



During lab periods, 7th grade biologists examine diverse organisms.

Students study reflexive verbs, the present progressive construction, and the preterite tense, among several others. The study of culture in the eighth grade focuses on Dominican Republic, Argentina, and Chile. Eighth graders complete an independent study as their final Spanish project at Pennfield. By the end of their Upper School career, students have acquired a solid foundation in the language and have an increased understanding of the cultures of the world's Spanish speaking countries. Pennfield graduates regularly enter advanced placement foreign language classes in secondary schools.

SECONDARY SCHOOLS

The Head of School guides eighth graders and their parents through the process of selecting appropriate secondary schools for consideration. Recent graduates have attended the following secondary schools:

Edgewood High School, *Madison, WI*
Middlesex School, *Concord, MA*
Miss Porter's School, *Farmington, CT*
Phillips Exeter Academy, *Exeter, NH*
Pomfret School, *Pomfret, CT*
Portsmouth Abbey School, *Portsmouth, RI*
Portsmouth High School, *Portsmouth, RI*
The Prout School, *Wakefield, RI*
St. George's School, *Middletown, RI*
Tabor Academy, *Marion, MA*

COLLEGES

Pennfield students have received acceptance to a wide variety of colleges including in recent years:

American University, *Washington, DC*
Babson University, *Wellesley, MA*
Boston University, *Boston, MA*
Brown University, *Providence, RI*
College of Charleston, *Charleston, SC*
College of Wooster, *Wooster, OH*
Endicott College, *Beverly, MA*
George Washington University,
Washington D.C.
Georgetown University, *Washington D.C.*
Hamilton College, *Clinton, NY*
Harvard University, *Cambridge, MA*
Hobart & William Smith Colleges,
Geneva, NY
John Hopkins University, *Baltimore, MD*
Marist College, *Poughkeepsie, NY*
Middlebury College, *Middlebury, VT*
Northeastern University, *Boston, MA*
New York University, *New York, NY*
Princeton University, *Princeton NJ*
Roger Williams University, *Bristol, RI*
Rollins College, *Winter Park, FL*
Salve Regina University, *Newport RI*
Sarah Lawrence University, *Bronxville, NY*
Skidmore College, *Saratoga Springs, NY*
Stanford University, *Stanford, CA*
St. Lawrence College, *Canton, NY*
Trinity College, *Hartford CT*
United States Air Force Academy
University of Delaware
University of New Hampshire
University of Pennsylvania
University of Rhode Island
University of Wisconsin
University College, *Dublin, Ireland*
Vassar College, *Poughkeepsie, NY*
Wheaton College, *Norton, MA*
Yale University, *New Haven, CT*

RESOURCE SERVICES

Resource teachers are Orton Gillingham reading specialists and have many teaching years between them. Using current best teaching practices and professional development expertise, resource teachers instruct Pennfield students in small reading groups and math groups.

Students and teachers receive classroom support and small group or individual Orton Gillingham reading techniques, as needed. Additionally, gifted support and resources are available to teachers and students. Sixth-, seventh- and eighth-grade students have a room available for extra time and a quiet place for testing.

LIBRARY

The library at Pennfield serves the whole school, offering a range of print and electronic materials intended to inspire a love of reading and a proficiency in finding, evaluating, and using information effectively. The library supports students' interests in reading for pleasure, and offers a wide variety of works of fiction and nonfiction. Students in preschool through fourth grade come to the library each week to discover classic and contemporary literature and learn age-appropriate fundamentals of research in conjunction with classroom projects. Upper School students use the library to support their growth toward becoming independent, curious, and skillful learners. We encourage students to creatively and thoroughly gather information. Students hone communication skills, honoring the conventions and techniques of academic research. The library strives to pique curiosity and provide appealing materials that keep students inclined to reach for a book or encourage a friend to share a good read.

DIVERSITY, EQUITY, AND JUSTICE

“Everyone has the right to be treated with kindness and respect.”

At the Pennfield School, joy, understanding, and respect are cornerstones to creating an inclusive and vibrant community where our members recognize areas of commonality, share diverse perspectives, and celebrate the unique characteristics of each individual. We strive to nurture a sense of belonging, enabling every person to thrive academically, socially, and emotionally to become engaged global citizens in their local and larger communities. We are committed to building a diverse and robustly inclusive community that is not the work of a moment, but rather one of sustained, intentional effort.

SUSTAINABILITY

Sustainability is centered around community, care, and conservation. In class, students are introduced to sustainability topics and projects that are interwoven into curriculum pertaining to carbon emissions, biological impacts, and climate change. Through interactive learning, after school programming, and summer camps, our sustainability program prepares students to adopt lifelong habits that will benefit the planet.

A recent addition to our sustainability program is the creation of the Pennfield Green Team, consisting of dozens of eco-conscious students who enjoy preserving and beautifying our sprawling campus. The Green Team has undergone many projects this year, including a successful composting program and a new vegetable garden on the edge of campus.

TECHNOLOGY

Students have access to technology throughout the school building. In addition to our computer lab, students in preschool through

kindergarten have access to a mobile pod of iPads. Students in grades one through four benefit from a 1:1 iPad program; each classroom is equipped with its own iPad cart. Students in grades five through eight purchase or rent personal iMacs that are used daily. All classrooms are equipped with projectors or interactive display boards to enhance teaching. Students and faculty use technology daily in each class to research, plan, and complete homework. We are always finding new ways to incorporate technology into our lives.

SOCIAL AND EMOTIONAL WELLNESS

Our school counselor works with students weekly to provide a gentle ear and helpful techniques for social and emotional wellness as well as academic success. A sensory arena is available for the entire school to access in times when a quiet and nurturing space is needed. Clinical assessment and support to the Pennfield community are available as needed - working with families to optimize their experience at Pennfield.

ATHLETICS

Students in grades four through eight are offered the opportunity to participate in athletics after school. Fourth and fifth graders have access



Many upper school students choose to participate in a variety of competitive sports.

to intramural activities and/or introductory-level competitive sports in soccer, cross-country, basketball, and lacrosse.

Upper School students at Pennfield participate competitively in soccer, cross-country, basketball, indoor/outdoor track, and lacrosse against local and regional independent and public schools. Practices and games are normally scheduled Monday through Thursday with the occasional Friday game or weekend tournament. Some of the schools Pennfield competes against include Moses Brown, Providence Country Day, The Wheeler School, Rocky Hill, St. Michael's Country Day School, Block Island, Falmouth Academy, Middletown, and Little Compton. The athletic program also provides non-competitive club activities and recreational sports for little ones.

Volunteer Opportunities

The athletic program provides opportunities for parents to offer sport-specific positional coaching (i.e., soccer and lacrosse goalie instruction) and score table operation during basketball and lacrosse tournaments. .

Transportation

Student athletes are transported via parent or volunteer carpool for most scheduled cross country, track, soccer, basketball, and lacrosse competitions.

ALL SCHOOL PRODUCTION

Students in Kindergarten through grade 8 may participate in the annual All School Production. Younger students will learn and rehearse mainly in their theatre class during school hours. For students in grades 4-8, rehearsals begin during the spring trimester and are usually held four afternoons per week from 3:00 to 4:45 p.m. The production occurs on a Friday evening near the end of the school year.

INDIVIDUAL MUSIC LESSONS

Students of all ages take advantage of the afternoon hours to schedule individual lessons on a variety of instruments as well as vocal instruction. Arrangements for lessons and instrument rentals can be made through the music instructors.

ARTS FESTIVAL WEEK

Although the Arts Festival is truly a part of the curriculum, rather than an extracurricular activity, it far exceeds the bounds of “everyday.” The first week of May features an exciting series of performances and workshops, culminating in a daylong extravaganza with students participating in different hands-on workshops, tailored to their ages, abilities and interests. Dozens of guest artists from all over New England and beyond join in this learning celebration. The purpose of the festival is multifaceted: to expose students to as much cultural and artistic diversity as possible, give students the opportunity to express themselves in a variety of media, encourage them to think creatively, and generate new ideas and fresh perspectives.

BUDDY PROGRAM

The Buddy Program is a treasured community builder for The Pennfield School. Each year, older students are paired up with younger students as Buddies. Once a month, Buddies have the opportunity to meet and work together in a variety of fun and educational activities. The partnerships benefit both younger and older students by building self-esteem, communication, and empathy skills.



The Buddy Program helps build self-esteem, communication, and empathy skills.

LEADERSHIP OPPORTUNITIES

Lower and Upper School students meet voluntarily with faculty members and parent volunteers for special-interest groups and activities, which provide opportunities for service and leadership. Many students participate in student government, creating the school newspaper, peer tutoring, or clubs created around students' interests in reading, student activism, environmental concerns, or the arts. Faculty welcome suggestion for student run clubs throughout the year. Some of the current activities include:

Student Council

Students nominate their peers and hold elections. Student Council coordinates fundraising, Spirit Week, dances, and other extra-curricular activities, including community service projects.

Spanish Honor Society

Eighth grade students in Pennfield's chapter of the Spanish Honor Society are involved in activities that support and promote the Spanish language and culture both within the school and in the greater community.

SCHOOL HOURS

The Early Bird program begins at 7:30 a.m. for students who need to be dropped off early.

All students are expected to arrive for school between 8:00 and 8:10; those not present for assembly at 8:15 a.m. are considered tardy. The half-day programs in preschool and pre-kindergarten conclude at 1:00 p.m. There is an extended day option for these grades, free of charge, from 1:00 – 3:00 p.m. All other grades end their day at 3:00 p.m. Monday through Friday. After-school activities for grades four through eight typically conclude at 4:30 p.m. or 4:45 p.m., depending on the sport or activity. Optional Extended Day hours are available to all students from 3:00 – 5:00 p.m.

EXTENDED DAY

The Extended Day program provides care and supervision for our Primary students every day between the hours of 1:00 and 3:00 p.m. There is no charge for this service. Younger students congregate in a designated classroom for rest time, arts and crafts, stories, free play, and outdoor activities. Extended Day supervision is offered to students in Preschool through Grade Eight between the hours of 3:00 and 5:00 p.m. Extended Day is included in the tuition for students in Grade Four through Grade Eight; yearly rates for students in Preschool through Grade Three are listed on page 20.

SUMMER CAMP

Summer is a special time, and The Pennfield School offers a memorable camp experience for students. Our goal is to ensure children have fun and develop friendships. We provide thematic camps led by a dedicated staff of educators and camp instructors. Our tree-lined campus on Little Slocum Farm is an idyllic setting, and campers enjoy use of our gymnasium, athletic fields, playgrounds, art studio, computer lab, science lab, and stage.

VOLUNTEER OPPORTUNITIES

The Pennfield School depends on parent involvement, in a variety of ways, to enrich the wide range of programs offered. The Pennfield School Association, the parent-teacher organization, offers dozens of volunteer opportunities for interested parents. Some of the activities sponsored by the PSA include a weekly hot lunch program, Teacher Appreciation Day, and special assemblies and field trips for students. The PSA raises funds for these projects and also for classroom wish lists for all grades and departments. Meetings are held monthly. The Pennfield Board of Trustees also provides ample opportunity for parents to share their energy and expertise. The Board branches into a number of subcommittees in which parents are invited to participate, from Buildings and Grounds to Finance and Public Relations. Classroom and co-curricular teachers often look for special talents, or simply a willing pair of hands, that parents are eager to share: musical accompaniment, computer skills, chaperones and drivers, library time, envelope stuffing, etc. In short, however you are able and willing to help, your efforts will always be welcomed and appreciated!

TRANSPORTATION

Town bus service is available for students living in Little Compton, Tiverton, and Aquidneck Island. In other areas, many families carpool. Contact the front desk or your class representative for names of families in your area who may wish to share the driving.

ACCREDITATION AND AFFILIATIONS

The Pennfield School is accredited by the Association of Independent Schools of New England (AISNE), of which it is a member. The School is approved annually as an elementary school by the office of the Commissioner of Education of the State of Rhode Island and Providence Plantations. In addition, the School holds memberships in the following organizations:

The National Association of Independent Schools (NAIS)

The Independent Schools Association of RI (ISARI)

The Educational Records Bureau (ERB)

The School and Student Service for Financial Aid (SSS)

The Secondary School Admission Test Board (SSAT)

2023-2024 TUITION SCHEDULE

Preschool	(8 a.m.-1 p.m.)	\$12,350
Pre-kindergarten	(8 a.m.-1 p.m.)	\$12,350
Kindergarten	(8 a.m.-3 p.m.)	\$16,000
Class I – III	(8 a.m.-3 p.m.)	\$16,000
Class IV – V	(8 a.m.-3 p.m.)	\$17,650
Class VI – VIII	(8 a.m.-3 p.m.)	\$22,600

2023-2024 EXTENDED DAY FEES FOR PRESCHOOL – CLASS III

3:00 – 5:00 p.m.

1 Day	2 Day	3 Day	4 Day	5 Day
\$720	\$1,400	\$2,160	\$2,880	\$3,220

EVENTS AND TRADITIONS

The Pennfield community maintains its cohesiveness by including families in many different ways.

During the school year there are a number of traditional events and occasions in which families are encouraged to participate. Some of these events include students and siblings, and some are limited to parents and friends. The Lunchbox Express, a weekly communication for families, is distributed via email each Thursday. This newsletter keeps families informed about current and upcoming events at the school, as well as calendar items and a weekly letter from the Head of School. The following list of annual activities is representative, but subject to change, and new ideas are always welcome!

- All School Production
- Annual Corporation Meeting
- Arts Festival Week
- Bingo Night
- Commencement Ceremony
- Fall Festivity
- Fall Parents Evening
- Field Day
- Grandparents and Special Friends Day
- Golf Tournament
- Halloween Parade
- Parent Conference Day
- Pennfield Movie Night
- Talent Show
- Teacher Appreciation Day
- Thanksgiving All-School Feast
- Upper School Evening Dances
- Winter Music Performances

DIRECTIONS TO THE PENNFIELD SCHOOL

From the Providence area:

Take Route I-195 East to Fall River and Route 24 South toward Newport. *Follow Route 24 over

the Sakonnet bridge and onto Aquidneck Island. You will see a sign for “Middletown – Newport Beaches” Take Exit 1 – (Turnpike Avenue). Stay to the right at the bottom of the ramp. Go one mile to the set of lights, turn right onto Route 138 South. Bear left at the top of the hill. Stay on Route 138 South until the traffic light at Sandy Point Avenue. Go left on Sandy Point Avenue. The Pennfield School is approximately 1/4 mile on your left.

From the Boston area:

Take Route 93 South to Route I-95 – the sign says Dedham-Providence. Turn off I-95 onto Route 24 South towards Fall River. It is approximately 40 miles to Fall River where Route 24 merges for less than a mile with I-195 West. In Fall River get on Route 24 again toward Newport. *Follow the previous directions to The Pennfield School.

From Barrington and Bristol:

Take the Mount Hope Bridge. Bear right at the foot of the bridge. In a mile, go straight past the lights just after the Island Garden Shop. In another mile and a half, bear right at the lights onto Route 138 South. Bear left at the top of the hill. Stay on Route 138 South until the traffic light at Sandy Point Avenue. Go left on Sandy Point Avenue. The Pennfield School is approximately 1/4 mile on your left.

From the East Greenwich, Wickford side of the Bay:

Take the Newport Bridge and follow Route 138 North through Middletown and into Portsmouth, at which point Route 138 is East Main Road. Stay on East Main Road until the traffic light at Sandy Point Avenue. Go right on Sandy Point Avenue. The Pennfield School is approximately 1/4 mile on your left.

Faculty and Administration

Paul Amadio

Head of School
B.F.A. Roger Williams University
M.F.A. Wayne State College

Diana Ackerman

Assistant Teacher
B.A. Keene State College

Meredith Benvenuto-Botelho

Grade IV
B.A. University of Rhode Island
M.A.T. University of Rhode Island

Iris Bohensky

Administrative Assistant to Head of School
Front Desk
B.S. University of Rhode Island

Mathew Bottone

Coordinator of Student Life
Preschool and Pre-K Science
Grade VI – VIII Science
B.F.A. University of Colorado

Diane Campagna

Communications Manager
B.A. University of Colorado
R.I. Certification in Elementary Education

Pat Carbotti

Assistant Teacher
B.S. SUNY Oneonta

Emilie Cherau

Kindergarten
B.A. Catholic University of America
M.A. George Washington University

Shannon D'Eramo

Pre-kindergarten
B.S. Salve Regina University
M.Ed. Rhode Island College

Mattie L. Edwards-Kemp

Director of Diversity, Equity, and Justice
Grade VII World Cultures
B.S. University of Tennessee
B.S. Salve Regina University
M.Ed. Rhode Island College

Kristin Emory

Head of External Affairs
Director of Admissions and Advancement
B.A. University of Colorado
M.A.T. University of San Francisco

Sarah Evans

Pre-kindergarten
B.A. Salve Regina University
R.I. Certification in Early Childhood Education

Alex Fernandez '01

Grade VI – VIII Mathematics
Grade VI History
B.S. Salve Regina University

Danielle Frawley

Grade III
B.A. Siena College
M.A.T. Adelphi University

Alexis Gibbs

Assistant Teacher
Kindergarten - Grade V Theatre
B.S. Northern Arizona University

Veronica Hardy

Grade II
Resource
B.A. University of New Hampshire
M.A.T. Rhode Island College

Michelle Hodes

Preschool - Grade IV Library
Preschool - Grade III Spanish
Grade I-III Technology
B.S. Franciscan University

Eddie Jewel

Athletic Director
Physical Education
Grade IV - VIII Technology
Grade IV-VIII Makerspace
B.A. Bridgewater State University

Emily Johnson

Preschool - Grade V Yoga
B.S. University of Rhode Island
R.I. Certification in Early Childhood Education

Patricia Johnson

School Nurse
A.D.N. Community College of Rhode Island

Jane Kirkpatrick

Grade V
B.A. Tufts University

Karen Lambert

Head of Lower School
Preschool
B.A. Salve Regina University
R.I. Certification in Early Childhood Education

Marianne Lawless

Head of Upper School
Grade VI - VIII English
B.S. Fairleigh Dickinson University
M.A.T. Fairleigh Dickinson University
Ed.D. Northeastern University

Allegra Lovoy

Physical Education
Assistant Teacher
B.A. Salve Regina University

Richard McMorro

Maintenance

Kristina Michelson

Resource
B.A. St. Lawrence University
M.A. University of Colorado

Emily Moulton

Assistant Teacher
Kindergarten - Grade II Makerspace
B.S. Plymouth State University

Paul Murphy

Facilities Manager
B.S. Roger Williams University
B.S. Rhode Island College

Blayne Norton-Hayes

Kindergarten - Grade VIII Art
B.F.A. Roger Williams University

Dawn Cronin Pigott

Resource
B.S. University of Maine

Moriah Ramos

Music Director
Summer Programs Coordinator
B.A. Rhode Island College
M.M. Longy School of Music of Bard College

Kim Ripa

Kindergarten
B.A. Roger Williams University

Abby Rowe

Advancement Associate
Accounts Payable
B.A. Colby College

Sharon Rust

School Counselor
B.A. Salve Regina University
M.S.W. Rhode Island College
Adolescent Treatment Specialty, Harvard Medical School

Sam Schreiber

Kindergarten - Grade V Science
Sustainability Educator
Grade VIII History
B.F.A. Tufts University
M.A. Tufts University

Allison Serina

Business Manager
B.A. Accounting, Assumption College

Jessica Stadel

Events Coordinator
B.S. Lasell College

Dana Staats

Grade I
B.A. Roger Williams University
M.A. Roger Williams University

Frank Tito

Director of Technology
A.S. Thames Valley State Technical College

**NAIS PRINCIPLES
OF GOOD PRACTICE FOR
MEMBER SCHOOLS**

The Pennfield School is a member of the National Association of Independent Schools (NAIS).

The following principles are adhered to at The Pennfield School. Building on the work of the early childhood educators, elementary school educators continue to nourish the child's joy of discovery and passion for learning and provide for the child's social, emotional, physical, intellectual, and moral growth – giving special attention to the mastery of those basic skills and concepts, which are the foundation of all future learning.

- 1. Elementary school educators, and all personnel who interact with children, have appropriate training and knowledge regarding the developmental characteristics and needs of this age group.
- 2. Elementary school educators create a safe and secure environment, in which students grow in both autonomy and the ability to work and play together.
- 3. Elementary school educators design and implement programs that actively engage

students in making connections, solving problems, and thinking independently.

- 4. Elementary school educators teach to individual learning styles and intelligences and assess learning in a variety of ways.
- 5. Elementary school educators support the child's emerging identity by respecting and providing for each student's voice.
- 6. Elementary school educators build relationships with their students, in which each child feels understood, nurtured, and challenged.
- 7. Elementary school educators work to create a relationship with parents that facilitates the exchange of information necessary to ensure the child's progress.
- 8. Elementary school educators create opportunities for children to become increasingly responsible for the many communities in which they live.
- 9. Elementary school educators defend the dignity and worth of each member of the community, and create an environment that fosters respect, understanding, and acceptance of differences.



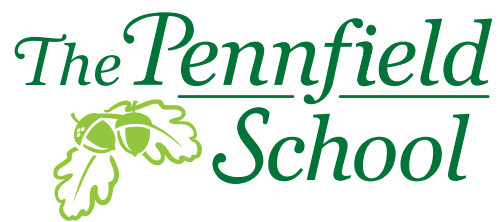
Calendar 2023-2024

2023

Wednesday, August 30	New Family BBQ, 5:00-7:00 p.m.
Monday, September 4	Labor Day Holiday
Tuesday, September 5	Orientation, 10:00 a.m. – 12:00 p.m.
Wednesday, September 6	First Day of Classes
Thursday, September 28	Fall Parents Evening, 6:00-8:00 p.m.
Monday, October 9	Columbus Day & Indigenous Peoples' Day Holiday
Friday, October 20	Grandparents & Special Friends Day
	Professional Development, dismissal at noon
Wednesday, October 25	Fall Parent Conferences (no classes)
Friday, November 10	Veterans Day Holiday Observed
Friday, November 17	Thanksgiving Holiday begins, 3:00 p.m.
Monday, November 27	Classes resume
Thursday, December 14	Winter Holiday begins, 3:00 p.m.

2024

Monday, January 1	New Year's Day Holiday
Tuesday, January 2	Professional Day (no classes)
Wednesday, January 3	Classes resume
Monday, January 15	Dr. Martin Luther King, Jr. Holiday
Friday, Monday, & Tuesday February 16 - 20	Winter Long Weekend & Professional Day (no classes)
Friday, March 8	Spring Break begins, 3:00 p.m.
Monday, March 25	Classes resume
Monday, April 15	Professional Day (no classes)
Thursday, April 25	Corporation Meeting
Wednesday, May 1	Teacher Appreciation Day, dismissal at noon
Monday, May 27	Memorial Day Holiday
Tuesday, June 11	Last Day for Primary and Kindergarten
Wednesday, June 12	Field Day
Thursday, June 13	Commencement, 10:00 a.m.



JOY • UNDERSTANDING • RESPECT

Little Slocum Farm

110 Sandy Point Avenue • Portsmouth • RI • 02871 • 401.849.4646

www.pennfield.org

PRESCHOOL (AGE 3) THROUGH EIGHTH GRADE