

# DANVERS PUBLIC SCHOOLS



## Town-Wide Elementary Parent/Student Handbook 2021-2022

[danverspublicschools.org](http://danverspublicschools.org)

*Danvers is a dynamic community of independent learners  
dedicated to respect, responsibility, creativity  
and the pursuit of academic excellence.*

- Mission Statement of the Danvers Public Schools



September 2021

Dear PreK-5 Parents and Students:

On behalf of the Danvers Public Schools, we wish to welcome both new and returning parents and students. It is with great pleasure that we present to you the 2021/2022 District-Wide Elementary Handbook. This handbook provides you with an overview of the district's PreK-5 policies, procedures, curriculum, and contact information.

Our school system is committed to providing a quality education for all students in a caring and collaborative environment. During your child's elementary school experience, he/she will master essential knowledge, develop critical and creative thinking skills, and develop strategies for managing their life both personally and socially. It is our goal that, at the end of their time with us, your child will be optimistic, confident, self-reliant, and realistic about their strengths and challenges.

As we begin another school year, we encourage you to become familiar with the information provided in this handbook. Upon your review, please complete the [Handbook Sign-Off Form](#) found online.

We thank you in advance for your support, and wish your family a successful learning year!

Sincerely,

Lisa Dana, Ed.D.  
Superintendent of Schools

Keith Taverna  
Assistant Superintendent of Finance and Personnel

Mary Wermers  
Assistant Superintendent of Teaching and Learning

**Caring. Quality. Commitment. Collaboration.**

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## **ADMINISTRATIVE ORGANIZATION**

### **DANVERS PUBLIC SCHOOLS**

#### **CENTRAL OFFICE**

Lisa Dana	Superintendent	978-777-4539	dana@danvers.org
Keith Taverna	Assistant Superintendent of Finance and Personnel	978-774-4800	taverna@danvers.org
Mary Wermers	Assistant Superintendent of Teaching and Learning	978-777-8932	wermers@danvers.org

#### **DIRECTORS**

Amy Gerade	High School Curriculum	978-777-8932	gerade@danvers.org
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Andrew St. Pierre	Director of Athletics	978-774-7133	falcons@danvers.org
Emily Biegner	Director of Food Services	978-777-8925	biegner@danvers.org

#### **CENTRAL OFFICE STAFF**

Diane Thibault	Office Manager	978-777-4539, x2435	thibault@danvers.org
Janet Ingraham	Business Office Assistant / Human Resources	978-777-4539, x2436	ingraham@danvers.org
Pamela Ames	Operations Coordinator / Transportation / Human	978-774-4800, x2219	pamelaames@danvers.org
Priscilla Czarnecki	Central Office Assistant	978-777-4539, x2205	priscillaczarnecki@danvers.org
Whitney McNeilly	Attendance Liaison / DanversCARES Director	978-777-4539, x2434	mcneilly@danvers.org
Pamela Crum	District Accountant	978-774-4800, x2438	pamelacrum@danvers.org
Maria DiChiara	Title I Coordinator / Homeless Liaison / Foster Care POC	978-777-4539, x2441	mariadichiara@danvers.org

#### **SCHOOL COMMITTEE**

Alice Campbell	7 Drummond Court	617-947-5736	alicecampbell@danvers.org
Eric Crane, Chairperson	13 Trinity Street	978-777-8158	ericcrane@danvers.org
Robin Doherty	19 Garden Street, #403	978-979-1734	robindoherty@danvers.org
Jeffrey Kay	9 Congress Avenue	978-777-6258	jeffreykay@danvers.org
Arthur Skarmas, Secretary	10 Thomas Road	978-774-2661	arthurskarmas@danvers.org

## **I. DISTRICT-WIDE GOALS**

### **Achievement**

**Goal 1: Curriculum, instruction and assessment necessary to support 21<sup>st</sup> century learning and effectively meet the needs of all students are consistently used in all classrooms.**

**Objectives:**

1. The needs of all learners across the spectrum of abilities and backgrounds are consistently anticipated, planned for and addressed by all staff.
2. A rigorous, research-based, aligned curriculum that integrates real world applications is employed across the district.
3. Highly effective instruction using diverse and targeted strategies to address the learning needs of all students is in evidence in every classroom.
4. A balanced system of assessments and related data is in use by all teachers to inform instructional decisions.
5. Every teacher and all students effectively use technology tools in teaching and learning.

### **Family and Community Engagement**

**Goal 2: Productive partnerships are established and sustained with families and the community to support the district's mission.**

**Objectives:**

1. A welcoming, inclusive environment where diversity is appreciated, valued and celebrated is evident in all schools.
2. Communication systems and strategies are skillfully used to establish trust and to cultivate parent and community understanding and support of the district's goals and practices.

### **Human Resources Management and Development**

**Goal 3: A well-qualified, highly effective staff is employed by the district and provided meaningful professional growth opportunities that support them in meeting the needs of all students.**

**Objectives:**

1. Performance expectations are clearly communicated through consistent and systemic implementation of the new educator evaluation system.
2. A range of professional development opportunities is provided to keep staff up to date with the district's learning priorities and to support the professional growth of all staff.
3. Teacher collaboration, teacher leadership and inclusive decision-making practices are cultivated and maintained.
4. District hiring policies and practices reinforce continuing employment of a well-qualified, highly effective staff.

### **Management and Operations**

**Goal 4: District and school leaders effectively use all resources available to them to consistently and cohesively ensure a safe, efficient and effective learning environment.**

**Objectives:**

1. The district's staffing and organizational structures complement strategic plan priorities.
2. Communications systems and strategies between and among schools are effective.
3. All school environments enhance student engagement and learning.
4. Stability is provided to the budgeting and planning process and alternate sources of funding are expanded.
5. The district's technology resources adequately support student learning expectations and district requirements.

## **II. DISTRICT INFORMATION**

### **ACADEMIC CURRICULUM**

An overview of our K through 5 curricula is available on our website. Please visit [danverspublicschools.org](http://danverspublicschools.org) for more information.

### **ADMINISTRATIVE OFFICE HOURS**

The Danvers Public Schools Administrative Offices are located at 64 Cabot Road in the Field House wing of Danvers High School. Enter through the main high school entrance and the greeter will direct you to Room G116, the Central Office. Office hours are Monday through Friday, 8:00 AM to 4:00 PM. See page 1 for specific contact information.

### **SCHOOL COMMITTEE INFORMATION AND POLICIES AVAILABLE ONLINE**

Policy information is available on our website. Visit [danverspublicschools.org](http://danverspublicschools.org), click on **ABOUT** at the top of the home page, and select **DPS Policy Manual** under the **Policies** column of the drop-down menu. You will find information on the following:

- *Administering Medicines to Students* (File: JLCD)
- *C.O.R.I. Requirements* (File: ADDA)
- *English Language Learners* (File: IHBEA)
- *Entrance Age* (File: JEB)
- *Fundraising Policy* (File: JJE)
- *Grades K-8 Drugs and Alcohol Substance Abuse Policy* (File: JICHA)
- *Inoculations of Students* (File: JLCB)
- *Internet Acceptable Use Policy* (File: IJNDB)
- *Non-Custodial Parents' Rights* (File: KBBA)
- *Non-Discrimination on the Basis of Handicap* (File: ACE)
- *Policy for the Treatment and Care of Students with Life-Threatening Food Allergies* (File: JLCEA)
- *Promotion and Retention of Students* (File: IKE)
- *Regulations and Policies Regarding the Use of All School Properties* (File: KF-R)
- *Safe Schools Policy for Danvers Public Schools* (File: ADD)
- *School Bus Safety Program* (File: EEAE)
- *School Ceremonies and Observances* (File: IMD)
- *School Councils* (File: BDFA)



- *Security Policy* (File: ECA)
- *Sexual Harassment Policy* (File: ACAB)
- *Student Admission Policy* (File: JF)
- *Student Conduct on School Buses* (File: JICC)
- *Student Placement Policy – Grade K-8* (File: JGBA)
- *Student Study Teams* (File: IHBAA)
- *Vandalism* (File: ECAC)

### **III. STANDARD OPERATING PROCEDURES**

#### **ATTENDANCE, INCLUDING TARDINESS**

Regular attendance is crucial for children's success in school. The term "chronic absenteeism" is defined by the Massachusetts Department of Elementary and Secondary Education (DESE) as missing 10% or more of the school year, or 18 days (2 per month) during the 180-day school year. There is no replacement for the instruction and interaction that takes place in the classroom. The Danvers Public Schools expects its students to attend school all day, every day, except in instances of illness, death in the family, court appearances, religious holidays and/or family emergencies. Missing 10% of the school year, just two days per month, puts students at risk for academic failure.

Documentation for excessive absences is required. Excessive absences and/or tardies are reported to the district Attendance Liaison, Whitney McNeilly, who will notify parents/guardians and work with them to ensure that attendance guidelines are being met.

Massachusetts General Law states that any student under the age of 16 who is absent more than 8 days per quarter or tardy more than 14 days within a 6-month period without a valid reason may be subject to civil proceedings before the Essex County Juvenile Court in Salem, Massachusetts.

#### **ABSENCES / ILLNESSES**

We strongly encourage parents to keep sick children at home. The school office should be notified prior to the start of the school day if your child will be absent. We will call home to check on a student's absence if we do not hear from you. Parents or guardians are asked to inform the school office whenever the student stays with another designated person for a period of time in the event of an emergency at school.

**STUDENTS WHO ARE ABSENT OR SUSPENDED FROM SCHOOL MAY NOT ATTEND OR PARTICIPATE IN SCHOOL EVENTS ON THE SAME DAY UNLESS PERMISSION HAS BEEN GRANTED BY THE SCHOOL PRINCIPAL OR DESIGNEE PRIOR TO THE ABSENCE.**

#### **ABSENCES / FAMILY VACATIONS**

**THE DANVERS PUBLIC SCHOOLS DO NOT CONDONE OR ENCOURAGE FAMILY VACATIONS DURING SCHOOL TIME, SINCE THERE ARE SPECIFIC VACATION PERIODS DESIGNATED A YEAR IN ADVANCE.**

What is missed from the classroom experience cannot be replicated through make-up work or after-school help. In the event that it becomes necessary, from the parent's point of view, to remove a student from school for an extended number of days, **the parent is required to contact the Principal in writing at least three weeks prior to the potential absence.** A conference with the Principal may be required. Make-up work will be given **after** the student returns from an absence, and **not before**.

### **DISMISSALS, MEDICAL AND DENTAL APPOINTMENTS**

Parents are encouraged to make all dental and medical appointments for times that do not conflict with school hours. If an appointment necessitates a dismissal, the parent/guardian must send in a note including name, reason for the dismissal, time of dismissal and time of return. The student should give the note to the classroom teacher. For security and safety reasons, parents must come into the office to sign their child out of school.

### **MAKE-UP WORK**

Teachers require work to be made up after any student absence. It is the student's responsibility to request make-up work when he/she returns from an absence. If the student is to be out of school with a prolonged absence (2 or more days), parents are encouraged to check with their child's classroom teacher before 8:15 AM to arrange pickup of missed assignments. Assignments may be picked up in the office between 2:30 and 3:10 PM.

### **SCHOOL HOURS – REGULAR AND EARLY DISMISSAL**

**School hours for Grades K through 5 are: 8:20 AM to 2:30 PM.**

Extended Block hours for Grades 4 and 5 are: 7:30 AM to 8:20 AM.

Early drop-off: 7:30 AM (students may not be dropped off prior to this time as there is no staff on-site to provide supervision)

Early Release Day dismissal at the elementary schools is at 1:15 PM. Lunches will be served on Early Release Days. Check monthly calendars for up-to-date dismissal information.

The instructional day begins promptly at 8:20 AM.

Excessive tardiness will result in referral to the School Attendance Liaison.

### **IMPORTANT DATES AND ANNOUNCEMENTS, SCHOOL OPENING/CLOSING, IN-SERVICE, NO SCHOOL DATES AND ANNOUNCEMENTS**

#### **School Opening and Closing Dates**

- September 2, 7 and 8:** Staff meetings
- September 9:** School opens for K-12 students
- September 9 and 10:** Early Release at 1:15 PM
- September 13:** School opens for PreK
- June 21, 2022:** Last day of school (tentative)

#### **Early Release Days – 1:15 PM Dismissal (Lunch is served on all Early Release Days):**

September 9 and 10	October 6	November 3	December 1	January 5
February 2	March 2	April 6	May 4	June 1

#### **Early Dismissal Days – 12:05 PM Dismissal (Lunch is NOT served):**

November 24	Last day of school
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#### **No School – Holidays & Vacations**

<b>October 11:</b> Columbus Day	<b>January 17:</b> Martin Luther King Jr. Day
<b>November 3:</b> Conference Day	<b>February 21 to 25:</b> Winter Vacation
<b>November 11:</b> Veterans Day	<b>April 18 to 22:</b> Spring Vacation
<b>November 25 and 26:</b> Thanksgiving Recess	<b>May 30:</b> Memorial Day
<b>December 24 to 31:</b> Holiday Vacation	<b>June 20:</b> Juneteenth (June 19 will be observed on June 20)

### **NO SCHOOL ANNOUNCEMENTS**

School will be closed only in cases of extreme weather conditions that would jeopardize the students' safety. Students will be notified of school closings via *Connect-ED* and over the following channels:

WBZ-TV Channel 4; WCVB-TV Channel 5; WHDH-TV Channel 7 and WFXT FOX25

### **CELEBRATIONS**

Invitations to birthday parties are not to be distributed at school unless every student in the class is invited to the celebration. Similarly, please do not send in food items for any classroom celebration. Non-food items – such as pencils, erasers, etc. – are permissible. The Danvers Public Schools has a no-food policy for birthdays and holiday celebrations.

### **SNACKS**

We encourage students to bring a nutritious snack to school every day. Snacks containing peanuts or tree nuts are not allowed in the classroom. Please pack snacks separate from your child's lunch.

### **CELL PHONES & ANY ELECTRONIC DEVICES**

**CELL PHONES AND OTHER ELECTRONIC DEVICES ARE NOT ALLOWED IN ANY CLASSROOM, UNLESS APPROVED BY THE PRINCIPAL AND CLASSROOM TEACHER.** All students must leave their cell phones/devices in their lockers or backpacks for the entire school day. Cell phones/devices will be confiscated from students bringing them to class or carrying them throughout the building. Parents will be required to pick up cell phones of repeat offenders. Any misuse of cell phones or electronic devices such as texting, cheating, unauthorized use of photographs, etc., may result in suspension and/or other consequences to be determined at the discretion of the school administration.

### **COMMUNICATION PROTOCOL**

**The following protocol should be followed when seeking clarification about your child's progress:**

1. Talk with your child.
2. Send one email or place a telephone call to the teacher(s).
3. Request to meet with the teacher(s).
4. Contact your building Principal.

### **CONNECT-ED**

The Danvers Public Schools utilize the *Connect-ED* parent notification system. The *Connect-ED* service enables school administrators to send personalized voice messages to all of our students, parents and staff in minutes.

The Superintendent and Principals use *Connect-ED* to convey important information such as school cancellations, upcoming events, and emergencies to our families.

### **CULTURAL ENRICHMENT**

Cultural Enrichment is a cooperative effort among the town's public schools to enhance the educational experience of its students. By bringing a wide variety of cultural programs directly into the schools, it is hoped that the students will be exposed to many new and enriching ideas. Programs focus on art, music, drama, literature, science, and other areas of the arts. The regular curriculum is expanded upon through the input of authors, illustrators, and storytellers. Children may be involved in active, hands-on activities that enable them to develop and nurture creative pursuits, and also gain the experience of being attentive and appreciative listeners as members of an audience.

Cultural events are paid for with funds donated by each school's Parent Advisory Council (PAC). Grants to help defray the cost of some of the programs may be applied for through such sources as the Massachusetts

Cultural Council. Members from each school's cultural enrichment committee meet regularly to discuss and plan for future events. They learn about specific programs by previewing them in other schools and in other towns. They also attend bi-monthly meetings of the North Shore Creative Arts Council. Here, ideas and critiques of available cultural programs are shared among ninety schools. In addition to the four programs shared by all of the elementary schools, grade levels at individual schools may request one program that is geared specifically to its curriculum. Teachers are asked for suggestions and evaluations following each performance. Their input is instrumental to the success of the entire process.

### **EMERGENCY FORMS**

In September of each school year, every child will bring home an Emergency Form with information from the previous year. This form should be checked over carefully to make sure all information is accurate, and returned to your child's teacher as soon as possible. Any student who does not have an Emergency Form from the previous school year will bring home a blank enrollment form to be filled out. Emergency Forms are confidential, and are kept in the office.

Please make sure the person you choose for first and second emergency contacts is someone who will be available during the day and has transportation in case you can't be reached or are unable to pick up your child. If any changes are made during the school year (i.e., new phone number for home or work, new address), please contact the school immediately so that the office has accurate, up-to-date information on file. Adding area codes to phone numbers, and extension numbers for your place of employment, will help to speed up the calling process in trying to reach the parent.

### **FIELD TRIPS**

Field trips should be considered "school-off-school-grounds." Students may be required to pay for the cost of trips, including transportation. Permission slips are required for each trip. Students are representatives of the Danvers community when they are on field trips. We have high expectations concerning their behavior. All school rules apply. The school may, as a disciplinary measure, notify parents and students in advance if an individual is not permitted to attend a field trip due to inappropriate behavior. If the cost of a field trip creates a financial hardship, send a note to the Principal explaining your hardship. All requests for waivers will be kept confidential.

Chaperones for field trips will be determined by the classroom teachers. Only chaperones that have been pre-selected by the classroom teacher may attend. All chaperones must have a current clean CORI on file with the district.

### **FINANCIAL WAIVERS**

According to School Department policy, financial waivers may be granted by the building Principal, using free and reduced lunch standards as a guideline.

### **GRADE FIVE END-OF-YEAR CELEBRATION**

The Superintendent recommends that each year, elementary Principals will agree on a maximum cost for the grade five end-of-year celebration, and each PAC will engage in a joint venture with students in raising money for the celebration. Furthermore, each school will determine the site of its celebration through a planning committee consisting of grade five teachers, parents, students, and the building Principal.

### **HOMEWORK**

The homework policy for Danvers Public Elementary Schools is aligned with the current research on the effects of homework on student achievement (John Hattie, "Visible Learning" 2017). Hattie's study concluded that although there is a positive correlation between homework and academic achievement for secondary level students, homework has little to no effect on student achievement at the elementary level.

There is a vast amount of research that supports the positive correlation between time spent reading and student achievement. The NAEP Reading Report Card for the Nation (U.S. Department of Education 1999) shows that at every level, reading more pages at home and at school was associated with higher reading scores. In addition, Anderson, Wilson, and Fielding (1988) also researched the relationship between the amount of reading done and reading achievement. They found that the amount of time spent reading was the best predictor of reading achievement.

Guided by this research, following are the district-wide expectations for homework from preschool through fifth grade:

**Preschool and Kindergarten:** There is no assigned homework. We encourage you to read with/to your child daily.

**First Grade:** Please read with/to your child daily. Sight Word practice, as directed by teacher.

**Second, Third and Fourth Grade:** Read for 20 minutes daily. Math Fact practice, as directed by teacher. Teacher may provide a monthly menu of optional home-learning opportunities.

**Fifth Grade:** Read for 30 minutes daily. 10 to 15 minutes of math homework daily.

In addition to the homework described above, teachers may occasionally assign additional homework for the purposes of preparing for or extending the lessons within the prescribed elementary curriculum (Reading Units of Study, Writing Units of Study, Foundations®, Words Their Way®, Investigations®, Amplify Science®).

Homework may be assigned on Mondays, Tuesdays, Wednesdays and Thursdays. There is no homework over weekends, vacations, and religious holidays. Homework may also be adjusted during the state testing period for grades 3, 4 and 5.

#### **LOST AND FOUND**

There is a lost and found container located in each cafeteria. It is emptied on a quarterly basis, with ample warning. All unclaimed items are donated to charity.

#### **LUNCH/BREAKFAST PROGRAM AND CHARGING PROCEDURE**

Our lunch program is available to students in Grades K through 5. The school menu will be published at the beginning of each month and distributed to students. In addition, you will find the menu online at: [Elementary Lunch Menu](#). The Danvers School Lunch Program uses *Meal Magic*, a computerized point-of-sale system for all meals, snacks and beverages sold in the elementary schools. This system provides greater convenience to students, resulting in faster lines and more time to eat lunch. Each student has been assigned a 6-digit PIN number unique to their individual *Meal Magic* account. That number stays with your child until they graduate. We strongly encourage parents to deposit money into the student's account online at: [Meal Magic](#). If you choose to send in a check (made payable to *Danvers School Lunch*) or cash, please identify the student's name and PIN number on the face of the envelope.

The Universal Free Lunch Program will continue for the 2021/2022 school year. This entitles every student to one free lunch, including one milk or water. Additional items must be purchased through the *Meal Magic* program.

### **IV. NEW AND TRANSFER STUDENTS**

#### **REGISTRATION FOR KINDERGARTEN AND NEW FIRST GRADERS**

In late January/early February of each year, the district hosts a registration day for incoming kindergarten and new first grade students. The entrance age for kindergarten is five years of age on or before September 1<sup>st</sup> of that school year. Children registering for grade 1 should be six by September 1<sup>st</sup> of that school year.

## **NEW STUDENT REGISTRATION**

Students new to the Danvers Public Schools must visit the Superintendent's Office (located at Danvers High School, 64 Cabot Road) in order to register for school. The phone number for the Superintendent's office is 978-777-4539.

Fillable registration paperwork is available on the district's website at: [DPS Registration Forms](#). The Danvers Public Schools Student Admissions Policy is available at: [Student Admission Policy](#).

Due to increasing enrollment numbers across town, the Danvers Public Schools has established Flex Zones. New elementary students may not be assigned to their traditional neighborhood school, but rather to another elementary school that is geographically local to their residence. This gives us the ability to manage class size and ensure program equity across all five elementary schools. Detailed lists, by address, can be found on our website at: [Street Eligibility List](#).

The following are required in order to register your child:

### **a. Entrance Age**

The entrance age for kindergarten is five years of age on or before September 1<sup>st</sup> of that school year. Children registering for grade 1 should be six by September 1<sup>st</sup> of that school year.

### **b. Birth Certificate**

It is required by state law that a birth certificate be presented for each child registering for school entrance in Massachusetts. This certificate must be presented prior to the beginning of school in September.

### **c. Massachusetts Department of Public Health School Immunization Requirements**

School Immunization Law M.G.L. c.76 s. 15 and related regulations, 105 CMR 220.000.

Immunizations required for enrollment in school as of September 2021 are as follows:

- Five doses of Diphtheria, Tetanus, Pertussis (DTP) or acellular Pertussis (DTaP) vaccine.
- Four doses of Trivalent Polio vaccine (IPV or OPV).
- Three doses of Hepatitis B vaccine.
- Two doses of Measles, Mumps, Rubella (MMR) vaccine.
- Two doses of Varicella (chicken pox) vaccine – or a physician-certified reliable history of chickenpox disease.

No unimmunized student shall be enrolled unless they satisfy these requirements.

Medical Exemption: A certification by a physician that she/he has personally examined such child and that, in her/his opinion, the physical condition of the child is such that the child's health would be endangered by such vaccination(s) or immunization(s) **is required**. Such certification must be submitted at the beginning of each school year.

Religious Exemption: Parent(s) must submit a **written, signed statement** to the school stating that vaccination(s) or immunization(s) conflict with the parents' sincere religious beliefs. Such statement must be submitted at the beginning of each school year.

### **d. Physical Examinations**

A physical examination, less than 1 year old, is due **on or before October 1**. The initial notice that a physical examination is due shall be sent by the Nurse, advising the parent/guardian of the due date. If no physical examination is received by October 1, a notice shall be sent by the Principal to the parent/guardian regarding a hearing and possible suspension. The Principal may suspend until proper documentation is presented.

### **e. Lead Testing**

On March 1, 1990, the Department of Public Health mandated that: Children must present documented evidence of Lead Poisoning Screening prior to entrance into Kindergarten.

#### **f. Vision Screening**

Following a new mandate from the Massachusetts Department of Public Health, all Kindergarten students must have a vision screening within the 12 months prior to entrance into Kindergarten. Signed certification that the screening has been performed, along with the results of the screening, must be presented to the School Nurse within 30 days of the start of Kindergarten.

#### **g. Proof of Residency**

Families who move to Danvers are eligible to register their children in the school system. When a new student is enrolled, their parent or guardian must produce at least **one** document from **each of the three categories** in the following table at the time of registration. Individuals having difficulty producing the required documentation should contact the Superintendent.

<b>Evidence of Residency</b>	<b>Evidence of Occupancy</b>	<b>Evidence of Identity</b>
<ul style="list-style-type: none"><li>• Record of mortgage payment made within the past 60 days</li><li>• Signed and executed Lease and/or Rental Agreement identifying address and effective dates</li><li>• Notarized Landlord Affidavit (attachment A) and most recent rental payment (both required)</li><li>• Section 8 Agreement</li></ul>	<ul style="list-style-type: none"><li>• Utility (gas, oil, electric, home phone, cable, water) bill or work order dated within the past 60 days with name and address stated</li><li>• Bank statement or pay stub with name and address stated</li><li>• Excise tax bill with name and address stated</li></ul> <p><b>Note: Credit card and cell phone bills are not acceptable</b></p>	<ul style="list-style-type: none"><li>• Valid MA driver's license</li><li>• Valid U.S. passport</li><li>• Valid MA Photo ID card</li><li>• Other government-issued photo ID</li></ul>

#### **TRANSFERS (TO ANOTHER COMMUNITY)**

Students transferring to another community will need to have their records forwarded to their new school. Parents should call the school as soon as possible to notify the office of the transfer. The parent must then come into the office to fill out a Records Release Form. At that time, you will be given a copy of your child's health records and a Transfer Slip will be issued to you so that your child can enter their new school. Upon receipt of the Records Request from the new school, the records will be mailed out.

**PLEASE NOTE:** Students transferring to another elementary school in Danvers should notify the Central Office at 978-777-4539, x2431. All records will be forwarded to the new elementary school.

### **V. PARENT ORGANIZATIONS**

#### **DANVERS EDUCATIONAL ENRICHMENT PARTNERSHIP (DEEP)**

The mission of *DEEP* is to enrich the educational process and to increase public support of education through the combined energies and resources of a business/community/school partnership. A partnership can take different forms, such as donating money or equipment, or coming into the schools to teach a course. In addition, *DEEP* awards individual grants of up to \$500.00 each to different teachers on a yearly basis. In past years, these grants have been used to purchase new classroom equipment, as well as to provide children with a variety of enrichment experiences. These have included field trips, specific projects such as a cultural exchange with children from Madagascar, and the funding of a unit on dinosaurs.

To learn more about DEEP, visit their website at: [supportdeep.org](http://supportdeep.org). To stay up-to-date on DEEP activities, "Like" them on Facebook ([Danvers Educational Enrichment Partnership](https://www.facebook.com/DanversEducationalEnrichmentPartnership)) and follow them on Twitter ([@DEEPdanvers](https://twitter.com/DEEPdanvers)) and Instagram ([deepdanvers](https://www.instagram.com/deepdanvers)). Volunteers are always needed. Contact DEEP Liaison, Maria DiChiara, at 978-777-4539, x2441 or [deep@danvers.org](mailto:deep@danvers.org).

### **PARENT ADVISORY COUNCIL (PAC)**

All parents, guardians (and grandparents) of elementary school students are considered members of the Parent Advisory Council or PAC and are welcome to attend its monthly meetings. Meetings are designed with a theme each month promoting awareness of school programs, policies and events. Notes are taken at each meeting and posted on the School's website.

**(Please see your school-specific information for 2021/2022 PAC meeting dates).**

### **SCHOOL COUNCIL**

Established by the Commonwealth of Massachusetts Education Reform Bill Act of 1993, this group of parents, teachers, community members and the building Principal takes an extensive look at the whole operation of the elementary school and sets yearly goals which are shared with the Danvers School Committee. Openings on the School Council are filled in the fall of each school year. You may contact the Principal with any questions or interest in serving on the Council. Meetings are posted and all are welcome to attend.

### **SPECIAL EDUCATION PARENT ADVISORY COMMITTEE (SEPAC)**

SEPAC is a system-wide parent group providing information and support to help parents become educated advocates for their children. To learn more about SEPAC and upcoming events, visit their Facebook page at: [Danvers SEPAC](https://www.facebook.com/DanversSEPAC).

## **VI. SAFETY**

### **SECURITY**

The elementary schools are equipped with a variety of security devices to ensure the safety of students and staff and the safekeeping of all items in the school building. All schools will be locked during the school day. A two-way intercom system at the main entrance allows the door to be unlocked for visitors. All visitors **must** check in at the main office and will be required to present a valid photo ID. All visitors will be issued a visitor ID badge which must be worn or displayed at all times while in the building.

### **FIRE DRILLS AND BUILDING SAFETY**

Fire drill procedures are posted in all areas, and drills are routinely held to keep everyone alert to procedures. Drills are to be taken seriously. Students are expected to file out in a quiet and orderly fashion. Teachers will then take attendance to ensure all are accounted for. Return to the building will commence only upon notification by the Principal or their designee.

### **ENHANCED LOCKDOWN PROCEDURE**

During the 2014-2015 school year the Danvers Public Schools implemented an Enhanced Lockdown Program at the middle and high schools. During the 2015-2016 school year, an age-appropriate version of this program was implemented in grades PreK-5. The purpose of this training – which is based on principles outlined and supported by the Massachusetts Task Force on School Safety and Security, FEMA, Homeland Security, and the ALICE Training Institute – is to prepare individuals to respond appropriately in the event of an act of school violence or intruder incident and ensure that teachers and students have all of the tools to react according to the information and situation they have available at that time.



### **CONTRABAND (ITEMS NOT PERMITTED IN SCHOOL)**

So that we may maintain the integrity of the academic setting, items not permitted in school will be confiscated and returned to students and/or parents at the discretion of the administration. As the school provides equipment for use during recess, students should not bring toys or equipment, including video games, from home unless requested or authorized by a staff member. Certain items may be turned over to proper authorities, and surrendering such items upon the request of the staff member is expected.

Prohibited items include:

- Drugs, alcohol, tobacco products, and/or related contraband
- “Gag” items such as itching powder and stink bombs
- Firearms, knives, sharp objects, any type of weapon, or any object considered to be a weapon (balloons, water guns, and slingshots, chains, or long key chains of any type) – anything with the specific or implied purpose of intimidating or causing fear in another student and/or anything that could cause a disruption to the school environment
- Gambling devices (cards, dice, lottery tickets, games of chance)
- Firecrackers and other incendiary devices
- iPods, Apple watches or any type of personal music device
- Pets or animals (with the exception of therapy/service animals)
- Large sums of money
- Pagers, portable video cameras, scanners, mechanical devices, and electronic toys (including fidget spinners and Apple watches)
- Rubber bands for other than useful purposes
- Glass and all carbonated beverages except when sold at special school activities

## **VII. SCHOOL HEALTH SERVICES**

Danvers School Nurses are licensed registered nurses certified by the Department of Elementary and Secondary Education.

Today's school nurse is an integral partner in each student's educational team.

In addition to providing health services and nursing care of students in the office, school nurses are instrumental in identifying trends and issues that impact student health as well as promoting wellness in areas that affect academic success.

DPS nurses are available during school hours for direct care services, case management and confidential consultation. A full-time nurse is on staff at each school. If your child needs to have medication administered during school hours, please call the office to discuss the medication policy. Proper authorization and procedures must be followed to ensure the safety of all. A large part of the nurse's responsibility includes updating health records. Records of immunizations and physical examinations are carefully maintained. At certain times during your child's elementary school education, you will be asked for specific documents. If your child has a medical condition that requires monitoring or services during the school day, please contact the nurse to discuss an Individual Health Care Plan and/or Medication Plan.

**Please help the school nurse care for your child by informing the nurse if your child has:**

- New diagnosis or change in health status
- New medications or a change in medication (please contact Nurse for medication protocol)

- Serious illness, injury or hospitalization
- Fractures, sprains, casts or sutures
- Diagnosis of concussion
- Diagnosis of contagious disease such as strep throat, pertussis, chicken pox, etc.
- A life-threatening or new allergy
- Changes within the family that may impact the student while in school

**Please help the school nurse by:**

- Updating the phone numbers on your child's school record so that the nurse can always reach you
- Notify the school if your child is going to be absent or tardy

**Please keep your child home when the following symptoms are present:**

- Temperature of 100 degrees or greater within the past 24 hours
- Vomiting or diarrhea occurring within the past 24 hours
- Any contagious infections. Ask your doctor when your child will no longer be contagious. Strep infections must be treated for 24 hours before returning to school.
- Rash of unknown origin. This may indicate many different things and should be checked by your pediatrician.
- Untreated head lice
- Children with pain should be taken seriously. Earaches, toothaches, abdominal pain and frequent or severe headaches should be evaluated.

**SCHOOL HEALTH SCREENINGS**

School Nurses are responsible for conducting health screenings as mandated by the Commonwealth of Massachusetts. These screenings provide a unique opportunity to positively influence the health status and academic performance of our students by early identification of potential health problems.

Mandated screenings are:

- Vision screenings will be performed on students in grades K through 5.
- Hearing screenings will be performed on students in grades K through 3.
- Growth Screenings (height and weight measurements, BMI calculations) will be performed on students in Grades 1 and 4.
- Postural screenings will be performed on students in Grade 5.

The results of any of these screenings are available upon request. Parents will be notified in writing of screening results requiring referral for evaluation by health professionals. Parents/guardians who wish to opt their child out of any of the scheduled health screenings must send a written notice to their child's School Nurse.

**MEDICATIONS AT SCHOOL**

During the school day, the administration of either prescription or non-prescription medications must comply with the regulations and protocols of the Massachusetts Department of Public Health and the Danvers Public Schools (exception: Acetaminophen).

No medication, prescription or non-prescription, is to be administered unless accompanied by written authorization from both the physician and the parent.

## **TYLENOL®/ACETAMINOPHEN ADMINISTRATION PROTOCOL**

After careful nursing assessment, the School Nurse may administer Tylenol®/acetaminophen to a student for mild pain or fever, should the need arise. This medication can **only** be administered if a completed Written Parent Authorization form is on file for the student. This form must be updated annually.

In addition, each time the student requires Tylenol®/acetaminophen, the School Nurse must speak directly to the student's parent/guardian prior to the administration of the medication. As with all medications, Tylenol®/acetaminophen may only be administered by the School Nurse and will not be sent on field trips. Please be aware that this protocol applies to Tylenol®/acetaminophen only.

## **PEDICULOSIS (HEAD LICE) PROCEDURE**

- a. As recommended by the American Academy of Pediatrics, National Association of School Nurses and CDC, students with evidence of eggs and/or live lice may remain in school and should not be immediately sent home.
- b. If live lice or nits are found on a student, the parents will be confidentially notified. Parents will be requested to seek advice from their family's physician. In addition, the school nurse will provide information to the parents about proper treatment. After treatment and nit removal at home, the student may return to school.
- c. Students affected by lice will be checked when they return to school and as needed (the nurse and the parent will work together to support the needs of the student).
- d. Classroom head checks will be at the discretion of the nurse.
- e. Parents of children affected by head lice will be encouraged to talk to other parents of close friends. Parents will not be informed of other children who have lice at school to avoid violation of privacy. The risk of getting lice from a classmate while at school is very small.
- f. At the discretion of the School Nurse and the building principal, a school-wide communication (email or letter) MAY be sent to families regarding an increased number of cases of lice within the school. This communication will include helpful resources regarding treatment of head lice.

## **VIII. GENERAL INFORMATION**

### **COMMUNICATIONS/DISTRIBUTIONS POLICY**

Communications and distributions may occur through the schools only under the following conditions:

- Official school business
- School/parent organizations
- Town-sponsored non-profit organizations (e.g., youth baseball)
- Special school or town-sponsored projects (e.g., holiday food collection)
- Non-profit organizations located in Danvers (e.g., YMCA, Girl Scouts)

Any private organizations, non-profit or otherwise, may distribute materials only if their businesses are members of DEEP, they have adopted a school, or they have established a formal school partnership (Essex Tech / St. John's Prep). Any materials distributed may only be done so with the express permission of the Superintendent.

*School Committee adopted April 10, 1995.*

### **FAMILY USE OF EMAIL**

The administration and staff of the Danvers Public Schools value communication between home and school. Our highest priority, however, is to attend to your student, their class work and the curriculum.

With the increasing popularity of email as a method of communication, we wish to offer the following suggestions as a guide to the use of email as a communication vehicle:

- Use email with the same frequency with which you would contact the school with either a written note or telephone call.
- A reasonable expectation for a response to an email (either way) is 24 hours, just as it is for a telephone call or a formal written note. In some cases, a teacher may deem it more appropriate to respond to you via telephone or with a request for a conference.
- Please limit the use of email to regularly check a student's progress or results on quizzes or tests.
- Students should not be contacting their teachers by email unless directed to do so. That type of communication should be used between parent and teacher.
- Email, phone call and meetings are the recommended means of communicating with your child's teacher.

**A reminder that all communication via email to and/or from any member of the Danvers Public Schools becomes the property of the Danvers Public Schools.**

### **RELEASE OF STUDENT'S NAME POLICY**

The School Department does not issue the names, addresses and personal information of students to any outside agencies without the consent of the student and parents in accordance with Massachusetts law 603 CMR 23.07(4) which states:

*A school may release for publication a student's name, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under this section and allows eligible students and parents a reasonable time after such notice to inform the school that any or all such information shall not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under Massachusetts law 603 CMR 23.10.*

### **REPORT CARD POLICY**

Report cards are distributed to families three times a year.

### **RIGHTS OF STUDENTS IN FOSTER CARE**

To promote educational stability, children and youth in foster care have the following rights:

- To remain enrolled in and continue to attend their school of origin for the duration of their time in foster care or until all grades in the school are completed, unless, after a best interest determination, that is decided not to be in their best interest;
- To transportation to and from school.

Foster parents should contact the district's Foster Care Point of Contact, Maria DiChiara, at 978-777-4539, x2441 or [mariadichiara@danvers.org](mailto:mariadichiara@danvers.org) to arrange for school transportation.

### **RIGHTS OF HOMELESS STUDENTS**

Children and youth experiencing homelessness have the following rights:

- To immediate enrollment in school, even if the student does not have the documents normally required for enrollment;
- To choose what school to attend: the school in which s/he was last enrolled, the school s/he was attending when s/he became homeless or the school where s/he is currently living;
- To transportation to and from school;

- To participate in the same after school and special education programs and activities as other students.

Parents of homeless students should contact the district's Homeless Liaison, Maria DiChiara, at 978-777-4539, x2441 or [mariadichiara@danvers.org](mailto:mariadichiara@danvers.org) to register their child(ren) for school or arrange for school transportation.

### **SCHOOL STORE HOURS**

Please see school-specific information.

### **SOCIAL WORK**

Social Workers are assigned to each elementary school. They provide a variety of services within each school community, including individual and group counseling; consultation to parents, Principal and staff; large group instruction in the classroom related to social skill-building; self-esteem and personal/social management; participation in school-based teams; and coordination of outreach to outside agencies.

Children may be referred for counseling if they are experiencing social, emotional, and/or behavioral difficulties that impact on their school performance and success. During the year, social workers may provide structured lessons in the classroom designed to help children better understand and manage social interactions, behavioral responses, and their emotions. Coordination with the Principal, staff, parents, and any involved agency or practitioner in the community is an integral and essential part of our services.

### **STANDARDIZED ASSESSMENT**

**Massachusetts Comprehensive Assessment System (MCAS) Extended Testing Window:**

**March 30 to May 22, 2021:**

Traditionally, MCAS testing has been separated into two administration periods: an early window for English Language Arts, and a later window for Mathematics and Science and Technology/Engineering (STE).

Grades 3-8 tests in ELA, Mathematics, and Science Technology Engineering are now administered during one extended window for all subject area tests.

### **STUDENT DRESS CODE**

The district considers dress to be a personal and family matter; students will be expected to exercise good judgment as to appropriate dress. Students should come to school dressed in a fashion that does not inhibit either the teaching or learning processes or promote an unsafe environment. It is expected that students will demonstrate good taste in this manner and will take pride in their personal appearances. Immediate responsibility for determining what is or is not appropriate dress will rest with the administration.

### **VISITORS**

All visitors **must** check in at the main office and will be required to present a valid photo ID. All visitors will be issued a visitor ID badge which must be worn or displayed at all times while in the building. Visitors should not enter the building and proceed to a classroom without permission or an appointment.

No student visitors are allowed without prior permission from the Principal.

Any requests by a parent for a student to visit an elementary school should be addressed to the Principal.

## **IX. TRANSPORTATION**

### **BICYCLES / SKATEBOARDS / ROLLER BLADES / SCOOTERS**

According to system-wide policy, bike riding to school is allowed for students in grades 3 through 5 only. No bike riding is allowed between Thanksgiving and April 1. A bicycle rack is located outside of each school. Bicycles should be locked while school is in session. The school will not be responsible for any damaged or stolen bikes. Students are required to wear helmets and follow safety rules while riding to and from school, and while on school grounds. If a student does not follow these rules, bike-riding privileges will be lost. Roller blades, skateboards and scooters (both motorized and non-motorized) **are not allowed** in order to ensure the safety of all students.

**Massachusetts law stipulates that helmets must be worn by students 12 and under.**

### **BUS CODE**

Each student is under the jurisdiction of the school administration from the time the student boards the bus to school until the student disembarks at the end of the day. Students who do not follow the rules and regulations are reported to the school principal for disciplinary action that may include assigned seating, restitution, and suspension of bus privileges, school suspension or expulsion. Riding the school bus is a privilege. This privilege may be taken away from any student who is not well behaved or courteous, or who endangers the health or safety of another student or driver.

To help ensure bus safety, students should learn and follow bus regulations as follows:

- Students will cooperate with the bus driver for the safety of all concerned.
- Students will be picked up and dropped off only at regularly scheduled bus stops.
- Students are only allowed to ride their assigned bus.
- All school rules are in effect on the bus and at the bus stop.
- Students are to wait in an orderly manner at all bus stops in their neighborhood and at school.
- Students are to remain seated throughout the bus ride.
- Cell phones are not to be used to take photos or videos while on the school bus.
- No food, gum, beverages, pets, skateboards, rollerblades or exceptionally large projects are allowed on the buses.
- If your child plays an instrument that cannot fit on their lap or at their feet, it will not be transported on the bus.
- Students are expected to behave at all times in a courteous manner by respecting the bus driver as well as fellow passengers.
- The School Committee reserves the right to make decisions on any items not specifically mentioned under these rules and regulations.

### **MISBEHAVIOR ON THE SCHOOL BUS WILL BE DEALT WITH THROUGH THE FOLLOWING DISCIPLINARY CONSEQUENCES:**

#### **STEP 1:**

The bus driver may discuss the infraction with the student and give an oral warning. A written record of this oral warning may be kept.

#### **STEP 2:**

The principal will assign seats at their discretion so that the student can be monitored without distracting the driver. The driver will describe the violation in writing and copies of the form will be sent to the safety officer of the school, the principal and the student's parents/guardians.

**STEP 3:**

The student's bus privileges will be suspended for five (5) school days. The parents or guardians will be notified in writing of the student's suspension of bus privileges and will be responsible for the student's transportation to and from school.

**STEP 4:**

The student's bus privileges will be suspended for ten (10) school days. The parents or guardians will be notified in writing of the student's suspension of bus privileges and will be responsible for the student's transportation to and from school.

**STEP 5:**

The student's bus privileges will be suspended for an indefinite amount of time at the discretion of the Principal. Parents or guardians will be notified in writing. Transportation will be the responsibility of the parents or guardians.

**CRIMINAL ACTION:**

If a criminal action takes place on the bus, the Danvers Police Department will be notified and disciplinary action will begin at STEP 3. The administration may elect to invoke a consequence other than what is listed depending upon the nature of the offense.

Because the nature of misbehavior may vary greatly, the Principal may use the above disciplinary measures in any order.

**BUS ELIGIBILITY AND FEE**

The School Committee has approved the following transportation policy: the transportation fee is \$180.00 per student – \$540.00 per family maximum – for all students eligible and utilizing school bus transportation during the 2021/2022 school year. Those eligible for buses are students in grades K through 5, living 1 mile or more from school; and grades 6 through 12, living 2 miles or more from the school. You may register online at: [Transportation Registration Form](#). Please be advised that all fees need to be paid at the time of registration in order for a student to ride the bus.

Should any family encounter a financial hardship with this, please be sure to contact your school Principal. Information will be kept confidential.

If space allows, students who are ineligible may also utilize school bus transportation. The above fees would apply. Contact Pam Ames, Transportation Coordinator, at 978-774-4800, x2219 for more information.

Any problems regarding designated bus stops are handled through the Danvers Administrative Office at 978-774-4800. Eligible students are assigned to a specific bus and must ride that bus all year unless notified by the school of a change.

**X. REGULAR EDUCATION SERVICES****MULTI-TIERED SYSTEM OF SUPPORT (MTSS)**

According to the *Every Student Succeeds Act* (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.”

Harlacher et al. (2014) described six key tenets of the MTSS framework:

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.

- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

The current MTSS model in Massachusetts has been refined from previous versions. For example, this blueprint more explicitly focuses on equitable access and Universal Design for Learning (UDL) and fully integrates social emotional and behavioral supports with academic supports (Lane, Oakes, Cantwell, & Royer, 2016).

### **STUDENT STUDY TEAM (SST)**

The Student Study Team (SST) is a regular education initiative that is available to all students of the Danvers Public Schools, regardless of their educational status. The process affords teachers, administrators, and service providers the opportunity to discuss any obstacle that may prevent a student from maximizing their learning potential.

Team membership is to be diverse in role/responsibility, so that each student is examined through multiple lenses. Encouraged membership includes: administrator, school psychologist and/or social worker, special educator, classroom teacher and any related service providers. The primary role of each person in attendance is to:

1. Correctly identify the student's academic and behavioral challenges
2. Share recommendations for classroom-based interventions
3. Act as a resource for each other
4. Allow for a thoughtful, meaningful exchange of information in order to better assist the student and referring teacher

Each school in the district must ensure that a standard membership and meeting time is provided for the SST process.

### **TITLE I**

Title I is a federal grant that provides funding to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Several of our elementary schools qualify for Title I funding, which is used to provide additional support in reading to students in grades K to 2, and additional support in math to students in grades 3 to 5.

## **XI. SPECIAL EDUCATION SERVICES**

The Department of Student Services includes Special Education, School Health, Social Worker/Psychologist services and evaluation. The goal of all support services within our schools is to enhance a student's ability to learn and benefit from the resources available in the classroom and school environment.

### **PRESCHOOL through GRADE 5**

The Department of Student Services offers an array of services to students identified as having a handicapping condition that prevents typical learning and progress in general education. Referrals, evaluation, criteria for determining eligibility and placement are in compliance with State and Federal laws for the handicapped. Programs are designed to increase access to the general curriculum and educate students in the least restrictive environment. Services are represented on the student's Individualized Education Plan (IEP).



## **PRESCHOOL**

The Department provides distinct preschool classrooms at the Riverside and Thorpe Schools for 3- and 4-year-old children. These settings include typically developing children as well as those who may need special services.

There are two sessions of preschool. Children in the AM session attend Monday through Friday, from 8:30 to 11:00 AM. Children in the PM session attend Monday through Friday, from 11:45 AM to 2:15 PM.

The Riverside School offers a full-day integrated classroom for students requiring additional support in their pre-kindergarten year. Children in this classroom attend Monday through Friday, from 8:30 AM to 1:00 PM.

Additional Early Learning Centers at the Riverside and Thorpe Schools offer a comprehensive setting for children with developmental delays and other significant disabilities. Children in this program attend Monday through Friday, from 8:30 AM to 1:00 PM.

Our lunch program is available to students in both the full-day integrated classroom and the Early Learning Centers (see page 8 for additional information about our lunch program).

## **BASIC SKILLS**

There is certified special education staff at each elementary school. Direct services may be provided in the regular education classroom (inclusion) or in a separate or small group setting. The focus of this program is to provide specialized instruction to help the student function in the general classroom.

## **LEARNING CENTERS**

Learning Centers provide specialized settings for disabled students demonstrating significant difficulties within the regular classroom. The Learning Centers are designed to assist children with a variety of disabilities, including specific learning disabilities and emotional disabilities, who need more support to learn throughout the school day. Children are grouped as much as possible with similar peers and by age. The law permits the schools to organize classrooms with an age range of 48 months.

## **RELATED SERVICES**

Related services include speech/language therapy, occupational therapy, physical therapy, counseling and/or behavior management, support from teachers of the visually impaired and modified physical education. Board Certified Behavior Analyst (BCBA) consultation may be recommended to assist staff in teaching students with Autism Spectrum Disorder, or other behavior needs, who may require specific instruction or behavioral support.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 is a federal law that assures students with disabilities equal access to school and school opportunities. To be eligible for Section 504, a student must be a "qualified disabled person." This means the student must have a physical or mental impairment that substantially limits a major life activity. A 504 team meets to determine the eligibility and what reasonable accommodations, if any, are necessary for a student to have access to use of the school building or activities.

## **XII. BEHAVIORAL EXPECTATIONS AND DISCIPLINE**

### **ASSEMBLY BEHAVIOR**

Frequent assembly programs are held at the elementary schools. These programs offer a unique opportunity for our students to see and hear their fellow students perform, as well as to enjoy outside

programs. Guests to the school are to be treated respectfully. We expect appropriate behavior at all school activities. Behavior includes:

- Staying seated
- Refraining from talking
- Walking in and out of assembly areas in an orderly fashion with classroom teachers
- Engaging in respectful applause

### **BULLYING**

**The Danvers Public Elementary Schools are committed to providing our students a safe learning environment, free from bullying. We will not tolerate any unlawful or disruptive behavior, including bullying, in our schools or during school-related activities. Our response to bullying actions will include, when appropriate, referral to the Danvers Police Department. All reports of bullying will be promptly investigated by the school administration.**

**Massachusetts law defines bullying**, in part, as “the repeated use by a perpetrator of a written, verbal, or electronic expression, or physical act or gesture or any combination thereof, directed at a victim that causes physical or emotional harm or damage to the victim’s property; places the victim in reasonable fear or harm to himself or of damage to his property; [or] creates a hostile environment at school for the victim; infringes on the rights of the victim at school; or materially or substantially disrupts the education process or the orderly operation of a school.”

**Massachusetts law defines cyber-bullying** as bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electric or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses to, inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium than may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the clauses to, inclusive, of the definition of bullying.

### **PROCESS FOR RESPONDING TO A REPORT OF BULLYING**

If any student, staff member or adult witnesses an incident involving bullying, it should be reported immediately to an adult in the building. All adults will report incidents of bullying to administration.

### **DISCIPLINARY AND CORRECTIVE ACTION**

Violation of this policy is a serious offense. Violators may be subject to appropriate disciplinary and/or corrective action to stop the conduct and prevent its reoccurrence. The elementary schools are committed to protecting a complainant, and other similarly situated individuals, from bullying in the future.

### **HARASSMENT**

If at any time a member of the Danvers Public Elementary Schools community feels harassed or feels that another member of the community is harassed, the matter should be reported to a trusted teacher, guidance counselor, parent/guardian or administrator as soon as possible. **The administration or designee will investigate all accusations of harassment. This includes physical, verbal, sexual, racial, etc.**

## **OLWEUS BULLYING PREVENTION PROGRAM**

During the 2009/2010 school year, the Danvers Public Elementary Schools implemented the Olweus Bullying Prevention Program in grades K-5. This is a research-based prevention program that is used at the school and community level. The goals of the program are to reduce existing bullying problems among students, to prevent the development of new bullying problems, and to achieve better peer relations at school.

Research has proven that three components must be present for bullying to occur:

1. Behavior is **repeated**.
2. Behavior is **intentional**.
3. An imbalance of **power** exists.

All elementary schools follow the same anti-bullying rules:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

The Olweus Bullying Prevention Program focuses on a school culture which helps guide all those involved to make positive choices.

## **CAFETERIA BEHAVIOR**

- Students are to walk in the cafeteria.
- Students are to stay at their tables until they have been dismissed for trash disposal or recess by one of the teacher aides.
- Students need to speak in soft voices when in the cafeteria so that others may enjoy their lunches.
- When students need something, they should raise their hands. A teacher aide will come to help.
- The cafeteria is a good place to practice general good manners. Remember to say "Please" and "Thank You" to the people who are serving or helping. It is important for students to leave their table and floor area clean for others.
- Students need to remember to take their jackets, sweaters, or other belongings when leaving the cafeteria. They should not be carrying their recess equipment through the lunch line.

## **CORRIDOR BEHAVIOR**

Students are expected to walk quietly and respectfully in hallways and in stairwells and behave appropriately when traveling through the school.

## **RESPECT FOR THE FACILITY**

We are proud of our school and expect that students will help maintain this facility. Our expectations are:

- NO GUM CHEWING ANYWHERE IN THE FACILITY.
- Students will assist in keeping clean school grounds, halls, cafeterias, lavatories and all other parts of the school.

## **SUSPENSION POLICY**

It is the policy of the School Committee that suspension is a necessary tool to maintain order, and is a valuable educational device for serious offenses. Suspension should be used only when more suitable means of discipline have failed to affect the desired result.

- A student whose conduct disrupts the academic atmosphere of the school, endangers fellow students, teachers or school officials, or damages property is subject to suspension.
- The student shall be given, by the Principal or Assistant to the Principal, a written notice of the charges, an explanation of the evidence, and a chance to present his or her viewpoint prior to suspension.
- The Principal or Principal's designee shall notify parents via telephone as soon as possible, and arrangements shall be made for a hearing to be held, if possible, on the same day. The only acceptable reason for not having the hearing on the same day shall be the parents' inability to attend.
- Both parties' views of the suspension shall be documented and placed in a suitable file. In addition, the student will be allowed to make up work missed.
- The school official must advise the student and parent immediately following a hearing of their decision, and the reasons therefore.
- School Principals and assistants may suspend a student for a period not to exceed three days after the hearing above. When serious circumstances warrant, the Superintendent may be present at the hearing. The Superintendent may suspend the student for any appropriate additional time, including an indefinite suspension under certain circumstances related to violent incidents or illegal substances.
- During the period of suspension, the suspended student is to remain at home during school hours. Books should be taken home and the time spent constructively. Credit will be given for assignments completed independently outside of school.

**The following infractions may/will result in suspension at the discretion of the Principal:**

- Smoking in the building or on school grounds – three (3) day suspension.
- Written or verbal threat – discretion of administrators depending on the gravity of the incident to include suspension for the remainder of the day up to three (3) days.
- Fighting or assault of another person – discretion of administrators depending on the gravity of the incident to include suspension for the remainder of the day up to three (3) days.
- Throwing any objects (INCLUDING SNOWBALLS) – one (1) or two (2) day suspension.
- Disrespect toward staff through vulgar or abusive language/gestures – three (3) day suspension.
- Vandalism/destruction of school property – payment of damages and one (1) to three (3) day suspension.
- Possession of fireworks or weapons – three (3) day suspension.
- Gambling – three (3) day suspension.
- A third truancy – three (3) day suspension.
- Possession of drugs/alcoholic beverages – three (3) day suspension.
- Hazing and ANY type of harassment of another student – three (3) day suspension, more possible if the gravity of the situation dictates.
- Pulling a false alarm – five (5) day suspension.

Following a third suspension of any kind, a student, accompanied by their parent and Principal, will be referred to the Superintendent.

**ANY COMMENTS OR THREATS TO PERSONNEL OR TO BUILDING SAFETY (WRITTEN OR VERBAL) WILL BE TAKEN SERIOUSLY AND DISCIPLINARY ACTION WILL RESULT.**

## **DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS OR SECTION 504 ACCOMMODATION PLANS**

The Section 504 Accommodation Plan or Individual Educational Plan (IEP) of every special needs student indicates whether the student can be expected to meet the regular discipline code or if a modification is required. If a modified discipline code is required, it is written into the IEP. When it is known that the suspension(s) of a student with special needs will accumulate to ten days, a review of the IEP will be held. The TEAM will make a finding as to the relationship between the student's misconduct and the handicapping condition and either: design a modified program for the student; or write an amendment to provide for the delivery of special education services during the suspension and any needed modifications of the IEP relative to discipline code expectations.

### **Procedures for suspension of students with disabilities, including 504 Accommodation Plans, when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district**

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
  - a. Services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
  - b. As appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
  - a. On its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
  - b. On the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.

Characteristics. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

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

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

### **Procedural requirements applied to students not yet determined to be eligible for special education**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent had expressed concern in writing; or
  - b. The parent had requested an evaluation; or
  - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

### **CIVIL RIGHTS TITLE IX AND CHAPTER 622**

It is the policy of the Danvers Public Schools not to discriminate on the basis of sex, sexual orientation, gender identity, race, religion, color, and national origin in its educational programs and activities as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971.

The local Office for Civil Rights address is: 8<sup>th</sup> Floor 5 Post Office Square  
Boston, MA 02109-3921  
617-289-0111  
[ocr.boston@ed.gov](mailto:ocr.boston@ed.gov)

### **DANVERS PUBLIC SCHOOLS 2021/2022 TOWN-WIDE ELEMENTARY SCHOOL HANDBOOK SIGN-OFF FORM**

Parents and guardians are required to complete and sign an Elementary School Handbook Sign-Off Form for each of their children. The form acknowledges that you have read the entire handbook for the 2021/2022 school year. It is available online at: [Town-Wide Elementary School Handbook Sign-Off Form](#). Please complete and submit the form by October 1.

Hard copies of the form are available from your building secretary for parents/guardians who prefer to complete a paper form.

## **2021/2022 ACKNOWLEDGEMENT AND AGREEMENT TO DANVERS PUBLIC SCHOOLS UTILIZATION OF THE TOWN-WIDE INTERNET ACCEPTABLE USE POLICY**

Parents/guardians and students are required to complete and sign an Internet Acceptable Use Policy Agreement. This agreement *must* be signed by students and their parent/guardian for Internet access to be granted. The agreement is available online at: [Utilization of the Town-Wide Internet Acceptable Use Policy Agreement](#). Please complete and submit the agreement (one per student) by October 1.

Hard copies of the agreement are available from your building secretary for parents/guardians who prefer to complete a paper form.

## **CRIMINAL OFFENDER RECORD INFORMATION (CORI) PERSONAL REQUEST FORM**

Any person volunteering or working in a school or at a school-sanctioned event (including field trips) must have a current, clean CORI (Criminal Offender Record Information) on file with the district. The form is available online at: [CORI Form](#).

Hard copies of the CORI Form are available from your building secretary for individuals who prefer to complete a paper form.

# DANVERS PUBLIC SCHOOLS 2021/2022 CALENDAR



September 2021 16 days				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021 20 days				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021 18 days				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24*	25	26
29	30			

December 2021 17 days				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
15	16	17	18	19
20	21	22	23	24
27	28	29	30	31

January 2022 20 days				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

ELEMENTARY	HRMS & DHS
Regular Day: 8:20am - 2:30pm	Regular Day: 7:30am - 1:55pm
Early Release: 8:20am - 1:15pm	Early Release: 7:30am - 12:45pm
Early Release*: 8:20am - 12:05pm	Early Release*: 7:30am - 11:35am

**September 2021**  
 2, 7, 8 Teacher Work Days  
 6 Labor Day  
 9 First Day of School (gr. K-12)  
 13 Preschool Opens

**October 2021**  
 6 Early Release  
 11 No School (Columbus Day)  
**November 2021**  
 2 No School (Parent/Teacher Conferences)  
 3 Early Release  
 11 No School (Veterans Day)  
 24\* Early Release\* (Thanksgiving)  
 25, 26 No School (Thanksgiving)

**December 2021**  
 1 Early Release  
 23 School closes at end of regular day for December Break  
**January 2022**  
 3 School reopens after Winter Break  
 5 Early Release  
 17 No School (Martin Luther King Jr. Day)

**February 2022**  
 2 Early Release  
 21-25 No School (February Break)  
**March 2022**  
 2 Early Release  
**April 2022**  
 6 Early Release  
 18-22 No School (April Break)

**May 2022**  
 4 Early Release  
 30 No School (Memorial Day)  
**June 2022**  
 1 Early Release  
 11 DHS Graduation  
 20 Juneteenth (June 19 will be observed on June 20)  
 21\* Early Release & Last Day of School  
 22-28 Last Day of School IF snow days

## Religious Observances

For information regarding observance of religious holidays, please visit <https://www.adl.org/education/resources/tools-and-strategies/calendar-of-observances> and review on a monthly basis

February 2022 15 days				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022 23 days				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022 16 days				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022 21 days				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022 14 days				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21*	22	23	24
27	28	29	30	

Early Release

No School  
(School Break / Holiday)

No School  
(Teacher Work Day)

Snow Days  
(If applicable)

\*Lunch is NOT served on these early release days. Lunch is served on all other regular early release days. Preschool does not have early release days.

