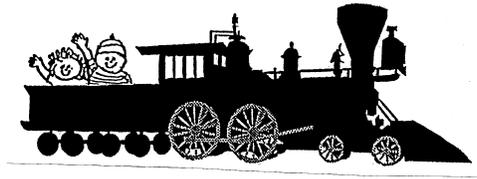


**Station Avenue Elementary School
Handbook
2019-2020**



“All aboard for the future . . .”

Station Avenue Elementary School

276 Station Avenue

South Yarmouth, MA 02664

Telephone (508) 760-5600 - Fax (508) 760-5601

www.dy-regional.k12.ma.us/station-avenue-elementary-school

"All aboard for the future..."



September 2019

Dear Parents/Guardians,

It is a pleasure to welcome you and your child to the 2019-2020 school year at Station Avenue Elementary School. We take pride in being responsible for your child's education in kindergarten through grade three as they progress academically and socially, and become engaged members of their classroom and the whole school community. Our dedicated, caring and professional staff is invested in knowing your child as an individual learner and will support and encourage them each step of the way.

The content of this handbook is intended to help you access pertinent information about routines, school rules, programs and volunteer opportunities here at SAE. We have also included several of our district policies and hope you find this information helpful. In addition, both our district and school website contain updated calendars and announcements.

Your input and communication are important to us. Please do not hesitate to contact me with any questions or concerns so that we may work together to provide the most successful school experience for your child.

Thank you for joining us for what promises to be a positive and rewarding year as you come **"All Aboard for the Future" on our first student day, Tuesday, September 3!**

Sincerely,

A handwritten signature in blue ink that reads "Peter J. Crowell".

Peter J. Crowell
Principal

"Empowering each student to achieve excellence with integrity in a changing world"

Student Information

Station Avenue Elementary School

Student Name: _____

Bus Number: _____

Bus Stop Location: _____

Pick-Up Time: _____

Teacher: _____

School Telephone Number: 760-5600

Please press:

- 0 for the office
- 1 for the Nurse
- 2 for our School Psychologist, Mrs. Aiguier
- 3 for our Home/School Counselor, Ms. Richardson
- 4 for our Cafeteria
- 6 for our Daycare
- 7 for After School Activities
- 8 for our Attendance Line (please leave your absence message here)

School Fax Number: 508-760-5601

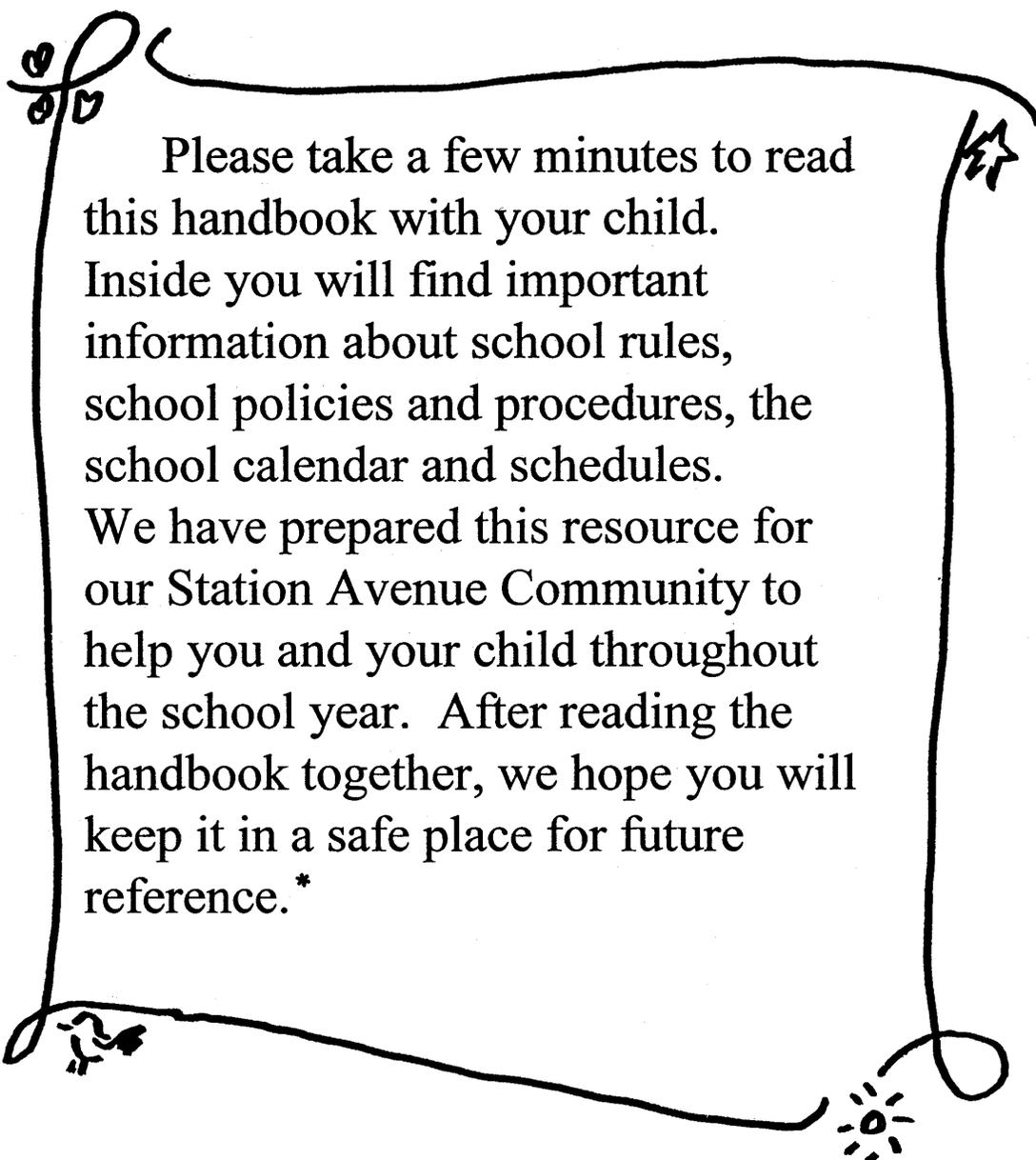
School Before/After Care: 508-760-5613 or 508-375-5313

Five Star Bus Company: 508-443-5081 or 508-443-5080

District website: dy-regional.k12.ma.us

No-School Signals

Radio stations WXTK (95.1 FM), WQRC (99.9 FM), WCOD (106.1 FM), and TV stations WRKO/WHDH (Ch. 7, Ch. 56), WCVB (Ch. 5), WBZ (Ch 4) and FOX (Ch. 25) will broadcast school cancellations beginning at approximately 6:30 AM



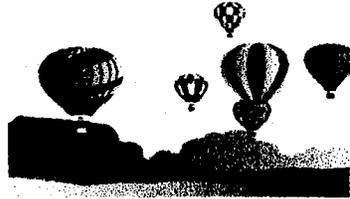
Please take a few minutes to read this handbook with your child. Inside you will find important information about school rules, school policies and procedures, the school calendar and schedules. We have prepared this resource for our Station Avenue Community to help you and your child throughout the school year. After reading the handbook together, we hope you will keep it in a safe place for future reference.*

***To indicate that you have completed this task, please sign and return the form at the end of this handbook.**

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**DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
MISSION STATEMENT**



**Empowering each student to achieve excellence with integrity
in a changing world**

**STATION AVENUE ELEMENTARY SCHOOL
VISION STATEMENT**

“SAE believes all children can become lifelong learners with support from staff and families through common goals, consistent collaboration and coherence in our instruction.”

**STATION AVENUE ELEMENTARY SCHOOL
MISSION STATEMENT**

“SAE is a community where students, staff and families work together to provide a safe, respectful, responsible and caring environment where students can reach their maximum “academic” and “civic potential.”

Philosophy of the School



The best learning environment is a warm and receptive one. It contains specific objectives that are clear to the pupil, the teacher, and the parent. Objectives are realistically designed, allowing the child to base their years in school on a series of successful experiences.

Our school is a responsive school. We look carefully and plan instruction and curriculum around a student's individual skills and abilities. We want all of our students to be successful and independent learners. Therefore, carefully designed interventions are used to promote achievement in literacy, math and individual skills. These interventions are scientifically researched based and provided with the most highly qualified teachers.

Since self-esteem is pre-eminent in the development of the child, the school must offer them opportunities to learn to the fulfillment of their potential. As well as, present them attainable goals so they may know success, expect from them the best of their behavior and effort so they may feel responsibility, love and respect so that, feeling worthy, they can love and respect themselves.

We endorse the idea that education should be relevant and reflect the needs of the community. The school's total education program should be directed towards preparing students to take their places in the world by creating in them awareness, building concern, developing competence, and encouraging a commitment to action.

We feel that the community should not only support education, but also take an active part in it.



At Station Avenue Elementary
We Care About Being:

Safe
Respectful
Responsible
Caring



SCHOOL INFORMATION

School Hours

9:10 a.m. – Students enter the building and report to their classrooms.

Breakfast participants report directly to the cafeteria.

9:20 a.m. – All students must be in their classrooms. Classes begin.

3:35 p.m. – School is dismissed.

Before School

Students dropped off at school prior to 9:10 a.m. will attend daycare. The Extended Day Care program is available on a daily basis beginning at 7:15 a.m. for students who need before school care. There is a fee for this service.

There is no supervision prior to 9:10 a.m. Parents/guardians are responsible for their child(ren) in the front entrance at this time. Please do NOT drop your child to wait in the foyer. If your child is left in the foyer prior to 9:10, your child will be sent to our Daycare where there is supervision. A Daycare fee will be charged.

If you choose to walk your child into school in the morning, we have several staff available to assist their transition to classrooms. Once routines are established after the first week of school, teachers will be engaged in greeting their students and starting classroom activities. Our lobby greeters can continue to assist your child in getting to their classroom as long as is needed. If you need to speak with your child's teacher at the start of the day, please stop at the front office and we will be more than happy to take any message and will be sure that the teacher receives it in a timely manner. Thank you in advance for helping us during this busy time of day.



Morning Arrival by Car

Parents who drive children to school should drop children off in the front **right** parking lot (**following the one-way system**) near the playground. Your child should be ready to exit your vehicle in order to prevent traffic backups. For safety reasons, please have your child exit the vehicle on the sidewalk/playground side of your car where they can follow the sidewalk to the front entrance. Students may enter using the front door only at the main entrance. Parents who walk their child into school may park in the front right parking lot also. Please do not interrupt classroom learning time.

Please note that cars are prohibited from driving or parking in the circular drive.

Late Arrivals

Students arriving after 9:20 a.m. are considered tardy and will be escorted by an adult to the reception office so that their attendance may be properly recorded. Parent/guardian will sign student in at the Reception Office window and the student will be given a tardy slip to carry to the homeroom teacher.

Early Dismissal



We earnestly ask parents to help us to control classroom interruptions by minimizing early dismissal requests. When a student needs to be dismissed for medical reasons or family emergencies, parents or guardians must send a signed note to the school office. The time, date and reason for dismissal should be stated and given to the classroom teacher. When arriving to dismiss your child(ren), parents/guardians must stop at the reception office to request the release of the student.

Dismissal



- Students may be dismissed when they become ill during a school day, or by written requests from a parent or guardian.
- When picking up a sick child, parents should stop at the reception office to request dismissal and to pick up a nurse's office pass.
- Any parent who wishes to pick up a child at dismissal time, rather than have the child take the bus, should send a note to the child's teacher stating that intent. At 3:20 parents should enter the side door (to the left of the entrance/flagpole) and proceed to the gymnasium for pick up. Staff will be available there to sign your child out to the designated person. Exit the same way.
- Parents requesting dismissal to a third party on a regular basis (e.g. Girl Scouts, religious classes, etc.) should have a written note on file in the office.
- Please let the office know in writing if your child is to be picked up by someone other than the parent/guardian. Proper identification may be requested. Children who are not picked up by 3:40 p.m. will be sent to our day care in the Cafeteria. There is a fee of \$8.00 per hour with a one hour minimum.
- **From 3:10-3:20 p.m. our office is very busy; thus, we ask that you please REFRAIN from last minute early dismissal during this time. Please call ahead if you have a last minute change. If you are picking up at the end of the day, we encourage you to do so in the GYM and not at the front office.**
- When your child is being dismissed, please have your identification (license/passport) with you. If someone else is dismissing your child, they should also have identification.

Please note: Students not picked up at dismissal time by 3:40 will be escorted to our Daycare in the Cafeteria and a fee will be charged.



Absence

When your child will be absent, please call our Parent-Staff Communication Line at (508) 760-5603. Leave your name, your child's full name, his/her grade and room number, the reason for, and the expected duration of the absence. Absent students may not participate in afternoon or evening school activities that take place on the day of the absence. Our Attendance Committee meets monthly to review student attendance. When student absences and/or tardiness become concerning, parents will be notified in writing of their child's absenteeism and/or tardiness.

Keep Them Coming Attendance Program at SAE

Students, parents, teachers, and support staff are responsible for maintaining great student attendance rates. We pride ourselves on maintaining a safe, supportive, and caring atmosphere for our young ones. The SAE school attendance mandate is 92%. The No Child Left Behind Act (NCLB) regulations and current research supports what we already know; healthy attendance habits begin in elementary school. Students are more likely to learn, make greater academic progress, and remain in school when they attend school daily.

With this in mind, our school has piloted a program with the Cape Cod DA's office to provide a continuum of intervention and support services to keep children in school. The intervention services begin with strong service-oriented efforts at the school and community level and involve the court's authority only when necessary. Our first goal is to provide the supportive atmosphere to encourage healthy attendance habits. Based upon 2008-09 attendance data, our efforts promoting school attendance have been successful! The following steps and guidelines will be followed to ensure a positive and consistent school day for our students.

School Attendance Team Guidelines:

STEP 1: When a child has accumulated 5 absences, the classroom teacher will notify the parent with a phone call. This will be a courtesy reminder of the importance of being in school.

STEP 2: When a child has accumulated 7 absences, a letter from Ms. Richardson, our School Adjustment Counselor, will be sent home. Parent/guardian will be asked to come in and attend a meeting with Ms. Richardson and the Principal.

STEP 3: When a child has accumulated 10 absences, a meeting with the Principal and School Adjustment Counselor will be scheduled. The importance of being in school will be addressed, along with the following steps. Parent/guardian will be made aware of the state law regarding attendance in school.

If poor attendance continues:

STEP 4: If poor attendance continues, the school and District Attorney's office will co-author a letter to the parent/guardian of the truant child requesting them to attend a group meeting at the school to explain the program, review legal consequences, review school truancy policy. The most important aspect of this meeting is to create a connection with home, school and outside resources. The meeting is designed to be general in nature and non-confrontational. Our goal is to support the student in need. Assistance from an array of outside resources, appropriate to address underlying factors in truant behavior can be discussed. School will continue to monitor attendance.

STEP 5: If attendance fails to improve, a letter from the school will be sent to parents/guardians requesting them to attend an individual Attendance Review Meeting (ARM). The meeting could involve a school attendance liaison, school counselor, school social worker, school nurse, Assistant District Attorney, school resource officer, Principal, and DSS representative, if applicable. This meeting would:

- Review the initial meeting, as detailed in Step 4, as well as truancy laws that were introduced at that meeting.
- Negotiate a contract for improved attendance.
- School continues to monitor attendance.

STEP 6: If attendance fails to improve, a C.H.I.N.S. (Child in need of services) petition or criminal complaint may be filed in juvenile or district court with an expedited hearing date.

Station Avenue, in collaboration with the Cape Cod District Attorney's office, is committed to improving attendance. Our goal is to be proactive in helping students achieve success. Having good attendance is a critical component to academic achievement. Together, we can promote a safe, caring, and healthy atmosphere so that all students have a chance at school success.

Drop out Analysis and Prevention

Research indicates that poor school attendance habits developed at the elementary level correlate with increased drop out rates during students' high school experience. To address the importance of developing positive attendance habits at the elementary level, we have formed an attendance review committee and shared information with parents through use of our school handbook, school newsletter and school attendance notification letters. Specific information about the current Massachusetts General Law Chapter 76, section 1, and the No Child Left Behind Act (NCLB) is shared with parents so accountability regarding students' regular school attendance is understood as a shared goal of parents and educators. The requests for parents to use the school attendance telephone line for notification of school absences, to plan family trips during school vacation weeks and no school days in accordance with our district calendar, and to schedule children's routine medical appointments before and after school hours is part of our effort in supporting high school attendance rates at the elementary level striving for excellent academic achievement.

Safety Procedures

Periodically students and teachers will be practicing these safety protocols:

- Fire drills in case of fire
- Lock down drills in case of an intruder

A notice will go home at the beginning of the school year regarding drills. In an emergency, the ALERT NOW System will notify parents.



School Breakfast/Lunch

The cost of school lunch for the 2017-18 year is **\$3.00**. Reduced lunch is \$.40. Breakfast is **\$1.75**; reduced breakfast is \$.30. Meal tickets will be sold on Fridays and may be purchased individually, for the week or month. Students desiring milk (\$.50) only may purchase tickets as well. Free and reduced price meal tickets are offered to those who qualify. Free/Reduced price meal application forms are included in the “first day packet” and are also available from the school office.



Transportation

We anticipate bus transportation availability for all students residing within the Station Avenue Elementary School bus zone. Walkers should stay on the sidewalks leading to Station Avenue Elementary School.



Bus Safety

The administrators and teachers of Station Avenue Elementary School emphasize the importance of riding the bus safely. A Station Avenue bus rider is:

Safe	Remain seated, facing forward with your body in control.	Keep hands, feet, and objects to yourself.
Respectful	Follow the bus driver’s directions.	Use a conversation voice (level 2) with others.
Responsible	Leave your seat area clean.	Remember all of your belongings when leaving the bus.
Caring	Be kind to everyone on the bus with your words and actions.	Wait patiently to enter or exit the bus.

Students who are not following Station Avenue Elementary bus expectations will have a written notice sent home that identifies the rule that was violated, and the action(s) taken by administration that can include:

- Verbal warning
- Assigned seating on bus
- Parent conference
- Behavior contract
- Loss of bus riding privilege

Serious infractions that threaten the safety of others may result in immediate loss of bus riding privileges. Included in our “first day packet” information is the 2018-19 bus pamphlet with important bus information and contact names and phone numbers.



Homework

Homework is assigned in accordance with the guidelines established by the Dennis-Yarmouth Schools. At the beginning of the year, teachers at each grade level will send out information about the homework that is to be assigned. Homework is an important part of our academic program and consistent failure to complete homework will be reflected in a student's grade. If a student has a legitimate reason for not completing a homework assignment, please send a note to the teacher. We ask that all SAE students participate in at least 15 minutes of reading each day.

Field Trips



Field-based learning experiences that support our Massachusetts frameworks and Dennis-Yarmouth Regional School curriculum will be an integral part of our school year. Parents will be notified by classroom teachers of trips as the year progresses. If you volunteer to chaperone on a trip, an approved CORI (Criminal Offender Record Information) form is needed. This form can be completed with our Personnel Department at the Administration Building or with the Principal's Secretary at Station Avenue Elementary. You will need your driver's license or passport. At times, CORI approvals can take as long as two weeks. Please plan accordingly.

Assessments

All students are required to participate in District Assessments such as the Benchmark Assessment System for Reading and MCAP (Mathematics Common Assessment Project) for Math. Grade three students will participate in MCAS (Massachusetts Comprehensive Assessment System) testing in spring 2018.



Marking Terms

Again this year, our school year will be divided into three marking terms. The dates are as follows:

Term Dates

- Term 1: September 3 – November 26, 2019**
- Term 2: December 3, 2019 - March 13, 2020**
- Term 3: March 16 – last day of school, 2020**

Parent Conferences



Conference dates are set twice a year to foster active communication between parents and teachers. The dates are as follows (**early release days for elementary school students**):

Tuesday, October 22 and Thursday, October 24, 2019
Tuesday, March 3 and Thursday, March 5, 2020

Your child's teacher will send home notification of specific times for your conferences. However, if at any time you wish to speak with your child's teacher, we encourage you to call and request a meeting. **Please make every effort to attend parent conferences. We value our parents as partners in the education of your child. If an interpreter is needed, please notify the school prior to your conference.**



Extended Daycare Program

Station Avenue Elementary offers extended day care before and after school (from 7:15 to 9:05 a.m. and from 3:30 to 5:30 p.m.). Please contact the school Daycare directly at 760-5613 for more information and speak with Karen Mauro, our Daycare Coordinator.



Transportation Changes

Bus transportation is provided by Five Star. They can be reached at (508) 443-5081. Children will not be allowed to ride a different bus or get off at a different stop without written permission from the parent. Permission to change buses will generally be granted, unless to do so would cause overcrowding of a bus. Drivers are informed of any passenger changes. **Parents should not ask permission for groups of children to ride a specific bus to attend birthday parties, scouts, etc.,** as this usually causes bus overcrowding. Transportation to these events must be the responsibility of the parent. Please see important bus safety procedures included in your child's "first day packet" information. Bus riding is a privilege.



Transfer Procedure

If you plan to move to another school outside the Dennis-Yarmouth School District, please notify our Reception Office as soon as you are aware. Upon registering at the new school, you will be asked to sign a "Release of Records Form", which will be mailed to us requesting your child's records. As soon as we receive the release form, we will send your child's academic and health records to the new school. Our district policy does not allow us to give records to parents. This procedure is not necessary if you transfer to another school within the Dennis-Yarmouth Regional School District. A telephone call from the receiving school is sufficient to obtain the records; however, prior notice to the Reception Office is required.

School Visits



All visitors must register at the Reception Office and pick up an identification badge. No person may enter any classroom without the consent of the Principal. Between 9:20 a.m. and 3:30 p.m., all exterior doors are locked except the Main Entrance door by the office.

After School Hours: We have many families who enjoy visiting the outdoor playground area after school hours. A friendly reminder to provide direct supervision of your child(ren) when using the playground facilities. **Pets and smoking are not allowed on school grounds.** Please help us with enforcing these measures to promote a safe, healthy school environment.



Birthdays

Decorations, balloons, and special deliveries detract from the business of learning and will not be permitted at school. We also ask that invitations to parties or other events not be delivered at school or on a school bus under any circumstances. As in year's past, our PTO will furnish a family address book in the fall if desired. Teachers welcome a healthy snack to be brought in by the birthday student on his/her birthday to celebrate with peers. Please contact the homeroom teacher regarding this.



Dress

All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities and consistent with health and safety guidelines. Please label your child's clothing with his/her name, especially coats and hats. Remember, sneakers should be worn on scheduled physical education class days, field days, field trips, etc. Please refer to the enclosed School Committee Policy regarding Student Dress Code.

School Records



Student records are kept in the office and are maintained by office staff. Massachusetts State law (general Laws Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school.

Non-Custodial Parents

As of 1998 Massachusetts law (General Laws Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. Please provide the office with a copy of your child's custody agreement. Their safety is vitally important to us. For more information, please contact the Principal or School Psychologist if your child has a parent who does not have physical custody and who would like to be kept informed about school happenings.



Student Placement

The process of making pupil classroom assignments begins in April. The goal is to establish evenly mixed classes and to accommodate individual needs and learning styles. Teachers and Administrators spend many hours working on this task. We recognize that parents are important partners with all aspects of a child's school life. Parents contribute to the placement process by sharing significant information about their children during parent conferences and other conversations with teachers during the school year. Requests for specific teachers will not be granted.

Volunteer Program



SAE students benefit throughout the year from our volunteer program. Each year many individuals give their time to assist in classrooms and with school programs and events.

Volunteers become involved in three ways:

1. By responding to the schoolwide volunteer form sent home at the beginning of the school year.
2. By responding to individual teacher requests for assistance with specific classroom needs.
3. By responding to occasional requests for help with special events and programs during the school year. Such requests usually appear in the school newsletter or from the SAE PTO.

All volunteers, including chaperones for any school event on and off campus, must agree to a CORI (Criminal Offender Record Information) check by the school district for student safety. A CORI is good for three years. All volunteers will also participate in an informational session with the school Principal in the fall. Please see page 23 for more information regarding CORI requirements.

PTO (Parent Teacher Organization)



The PTO is an organization for parents and community members to support the needs of our children and the school. The PTO provides funding for field trips, educational materials, cultural enrichment, social activities and technology that benefit our students and school community.

We have a very active PTO to fill the needs of our constantly changing and growing school community. **ALL ARE WELCOME!** Please watch for meeting dates to be posted in the school, in the newsletter and on the PTO's Facebook page. You can reach the PTO by email at sae_pto@yahoo.com or find them on Facebook at www.facebook.com/saepto. The PTO website is <http://saepto.wordpress.com>

2019-2020 PTO BOARD

Ewelina Canto - President
 Michelle Ryan – Co-Vice President
 Hilary Medeiros - Co-Vice President
 Lindsay Pietro - Treasurer
 Liisa Pendleton - Secretary
 Victoria Detschner Social Media

We hope to see you at the meetings – any and all questions are welcome!

We encourage all parents to participate in the PTO. Please set this time aside to join our school family.

Station Avenue Elementary School Council



School Councils were established by the Massachusetts Legislature in 1993 to encourage teachers, parents and community members to improve and support public schools. The Council is a building-based committee composed of the Principal, parents, staff members and community members.

Council meeting dates will be posted in the school and sent home after the start of school.

Please contact Mr. Crowell if you are interested in joining the School Council.

About Our Programs. . .

Physical Education



Physical Education at Station Avenue Elementary School is based on total participation; *to try is to succeed*. Encouraging students to work towards their “Personal Best” in every class is a core philosophy embraced in the physical education program. Team building through physical challenges is another valued educational process. It ensures that we learn, grow, and experience all that we can together. Our physical education program prepares us for participation in “lifelong” recreational activities. We combine meaningful athletic experiences with learning and sharing activities.

Art Program



The children will attend Art class once a week for a 45-minute period. During the year there will be a variety of Art experiences. Some will seem very easy, some difficult. Some will be concept oriented, some project based. All will be designed to foster creativity, dexterity, perception and artistic growth. The most important thing the children can bring to class is a willingness to try.



Music Program

All students participate in a music class once a week. The goals of the music program include developing music literacy, musicianship, and cultural and historical knowledge. Activities include singing, movement, playing rhythm and melody instruments, listening to music and creating music.

Third grade students learn to play the recorder. All third grade students perform concerts for an audience each year in **December** and June.



Assistant Principal

Ms. Leary, our Assistant Principal, is responsible for school-wide safety and discipline. The entire staff at Station Avenue teach, model, reinforce, and review the school-wide expectations for students. The Assistant Principal works with students every day to recognize their positive behavior as well as help those who are not following expectations. She maintains a proactive role in student behavior at recess, lunch, in the hallways, and in the classroom. Sometimes it is necessary for teachers to request assistance from Ms. Leary for students who are disruptive to the learning environment.

In the event that students require support beyond the classroom discipline protocols, the Assistant Principal will contact the student's parent(s) to discuss the problem either by phone or by sending home a *Discipline Referral Notice*. It is expected that the notice will be signed and returned to school the following day.

Communication between home and school is a critical part of the success and well-being of our students. Ms. Leary encourages parents to contact her regarding any concerns they have about their child. It is important for all students to feel safe and be happy about coming to school every day in order for them to do their best learning.

School Psychologist



Mrs. Aiguier, our School Psychologist, promotes and supports the social growth and psychological well being of our students. When appropriate, the psychologist will provide cognitive and psychological assessments as well as educational and behavioral interventions. In addition, the psychologist will work collaboratively with teachers and parents to support the academic and social development of children. The School Psychologist is also the Special Education Team Chair, presiding over all Special Education Team meetings.



Home/School Counselor

Our School Social Worker/Adjustment Counselor is Ms. Richardson who provides support for students as they develop social/emotionally as well as academically. The School Social Worker/Adjustment Counselor assists students through direct crisis intervention, individual and small group counseling, and sharing of resource information. Strategizing with students, teachers, parents, and the school nurse to improve student attendance with the *Keep Them Coming* attendance program is another responsibility of the School Social Worker/Adjustment Counselor who also serves as the Supervisor of Attendance. Additional tasks include collaboration with community agency workers, SAE staff, students and parents and classroom lessons on topics such as friendship and problem solving.

English Language Learners

The ELE program is available to English learner (EL) students whose first language is a language other than English and who are unable to perform ordinary classroom work in English. When students enroll in a school a Home Language Survey is completed. If the survey indicates that a language other than English is spoken at home, students are assessed for EL services. English language development (ELD) and Sheltered Content Instruction (SCI) classes are offered.

In ELD classes emphasis is placed upon the development of listening, speaking, reading and writing skills in English and is intended to promote English language acquisition. SCI instruction includes approaches, strategies, and methodologies that make the content of the lesson more comprehensible to students who are not yet proficient in English. The overall program goals are to enable English learners to function independently and successfully in an English-speaking classroom and community, and improve the academic performance and English language proficiency of ELs across all grade levels.

EL students are assessed yearly using the ACCESS for ELs 2.0 developed by the WIDA Consortium. Student proficiency ranges from Level 1 – Level 5. All EL students are instructed daily by a licensed EL Teacher and the amount of time seen is based on student’s English proficiency level. Parents are notified at the beginning of the school on their child’s level and are reclassified yearly. Once students reach proficiency they are exited as former English learners (FEL) and are monitored for a 4 year period. If you are in need of an interpreter, or have any questions regarding the ELE Program, please contact one of the EL teachers at your child’s school or the K-12 District ELE Language Acquisition Coach.

Special Needs



The 2004 IDEA regulations for identifying students with specific learning disabilities outlines the necessary process before special education referral, including “The child does not make sufficient progress to meet age or state approved grade-level standards in one or more areas.....using a process based on the child’s response to scientific, research-based interventions” and “Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction which was provided to the child’s parents.” In summary, *accommodations for students must be tried, measured, and documented over a period of time before a student is referred to special education.*

With this in mind, if a student is evaluated and found to be eligible for special education services due to a disability, and how it impacts them educationally, an Individualized Education Program (IEP) is developed and implemented by teachers and/or support personnel, in conjunction with parents/guardians to support their child’s effective progress in school. The IEP is reviewed annually, and every three years the student receives a re-evaluation. Some examples of special education services include: small group or individual instruction with a special education teacher, occupational therapy, and speech/language therapy. Students may be referred for a special education evaluation by parents, teachers, and/or school administrators. Once evaluations have been completed, a special education “Team Meeting” is held to determine if the student needs special education services to make effective progress in school.

As always, the staff at SAE work to establish a partnership with our parents. If you have any concerns about your child’s progress in school, please do not hesitate to contact your child’s teacher or our school psychologist. Early identification of possible special needs will help us to plan an appropriate program with you, for your child. If you desire further information on this process, please feel free to contact our school psychologist.

Dennis-Yarmouth Special Education Parent Advisory Council (SEPAC)

The SEPAC advocates for children with disabilities and their families by participating in the: planning, development, and evaluation of special education programs. SEPAC provides: education, resources, supports, and facilitates partnerships within the community. Parents/Guardians of students with and without disabilities are welcome to join and be part of the SEPAC. If you would like to join or have any further questions about the SEPAC, please contact our school psychologist or visit the contact information below.

Website: <http://www.dy-regional.k12.ma.us/district/dennis-yarmouth-special-education-parent-advisory-council>
Email: DY_PAC@outlook.com

MA Tiered System of Supports (MTSS) is a pro-active measure that is used at Station Avenue to ensure academic, social, emotional, and physical success for all students who attend the school. When a teacher has a concern, he/she communicates with the parent, and will proceed to communicate with appropriate school personnel, if necessary, to plan and instruct based on a child's individual needs. We use the latest scientific researched based curriculum, along with assessments and diagnostic tools which promote effective information and progress monitoring of individual students.

Through this information, teachers plan curriculum and classroom practices based on a child's needs. A successful intervention can take up to 6-10 weeks to show progress. Progress can be monitored on a weekly basis. If progress is not seen, the intervention is changed or modified until effective progress is achieved. Some examples of research based interventions that are used at Station Avenue Elementary are:

- Reading Recovery (Grade one only)
- ERI or Early Reading Initiative (K)
- Lesley Literacy Collaborative
- Title One (1-3)
- Small group instruction using Leveled Readers (K-3)/Leveled Literacy Intervention (LLI)
- Math support
- Consultant Teacher of Reading
- Second Steps Program

This is a general education process that we use in all classrooms to ensure successful progress in learning. The District Curriculum Accommodation Plan or DCAP ensures best practices and modifications to use within the classroom for individual learners. In a February 2001 memo, David Driscoll, past Commissioner of the Massachusetts Department of Education, informed us of "the new statutory requirement for each district to develop a District Accommodation Plan (DCAP)". He states that "The intent of this provision is to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education".



Reading Recovery

Reading Recovery is a short-term early literacy intervention for first grade children who are struggling with reading and writing. Students who are selected for Reading Recovery receive daily, one-to-one, 30 minute lessons with a specially trained teacher. In most cases, students are able to make accelerated progress and meet grade level expectations within 20 weeks. For those children who need longer support, Reading Recovery serves as a pre-referral evaluation for other interventions or programs. Reading Recovery has been an important part of the early literacy curriculum in the Dennis-Yarmouth Regional School District since 1990. We are also the home of the Cape Cod Reading Recovery site providing training and professional development for Reading Recovery teachers on the Cape and Islands.

Literacy Collaborative

SAE is a Literacy Collaborative School. Our partnership with Lesley University includes staff training in literacy instruction and a full-time literacy coach who works with all staff in literacy practices in the classroom.

Speech and Language

Speech/Language therapy services cover a wide range of student needs. The role of the Speech/Language Pathologist is to diagnose and provide intervention therapy and strategies for students who demonstrate language-based learning disorders to include children with articulation disorders, stuttering and hearing impairments. In some cases, services involve students who may need to communicate with augmented communication devices as well. Speech language therapy services may be serviced both within and out of the classroom depending upon the diagnosis, severity, and type of therapy services needed.



Positive Behavioral Interventions and Support

Station Avenue Elementary School implements the Positive Behavioral Interventions and Supports (PBIS) framework in conjunction with Responsive Classroom in order to create a safe, caring, and productive learning environment in our schools.

The PBIS Framework establishes the following common expectations for student behavior in all areas of the school: **At Station Avenue Elementary We Care About Being:**

Safe
Respectful
Responsible
Caring

The staff at Station Avenue Elementary use common vocabulary centered on these four common expectations when reinforcing or correcting student behavior. Expectations for students are taught, modeled, reinforced, and reviewed on a regular basis through a guided discovery process in the classroom as well as common areas such as the cafeteria, hallways, restrooms, and playground.

In all classroom settings, including Related Arts (Art, Music, P.E., Library), the following Responsive Classroom protocols are followed to address and redirect student behavior to help students regain self-control:

1. Students are given a single reminder about inappropriate behavior in the classroom.
2. If the behavior continues, the student will be asked to go to a designated “stop and think” area in the classroom, after which the student will be invited to rejoin the lesson in progress.
3. If the student continues the disruptive behavior while in “stop and think” the student will be sent to the “buddy classroom” (usually the classroom next door). The student will be invited to rejoin his/her classroom when self-control is regained.
4. If a student’s behavior continues to disrupt the learning environment in the “buddy classroom” or persists upon return to the regular classroom, the teacher will contact the office for support. A member of the support team will respond to the classroom to determine an appropriate response in the interest of restoring a productive learning environment for all. A *Discipline Referral Notice* will be completed by the classroom teacher to be sent home with the student.

Both PBIS and Responsive Classroom encourage a problem solving approach to student discipline. Often, the student and teacher will speak about the problem that led to the disruptive behavior, and the student will “practice” appropriate behavior with the teacher during part of their recess time. A logical consequence, such as an apology, restitution, or loss of privilege will be included as part of the problem solving process.

For students with repeated behavior infractions, additional supports are available, and the student support team, teacher, and parents will be involved in implementing interventions that address the issue.

Responses to Unsafe Behaviors

In the event that a student is exhibiting unsafe behavior (threatening, hitting, kicking, or aggression of any kind), the classroom teacher and support team will intervene immediately to ensure the safety of all students. Parents will be immediately contacted. The following actions may result for unsafe behaviors:

- Verbal warning
- Loss of privilege
- Parent conference
- Internal or external suspension
- Expulsion

It is the Principal’s responsibility in conjunction with the teacher and Assistant Principal to determine appropriate disciplinary action. Discretion and common sense will prevail in all disciplinary action involving young children. We value the home-school partnership when addressing any disciplinary matter.

Policy on Passive Physical Restraint

In the event that the student is in danger of hurting himself/herself or others, passive physical restraint may be used. The goals of all involved are to help the student become a more productive citizen in school and to help maintain a classroom atmosphere conducive to learning for all of the students in that room.

Drug and Alcohol Offenses

It is a violation of the policy of the Dennis-Yarmouth Regional School District for any student to distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance, as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. & 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15, before, during or after school hours at school or in any other school district location as defined below.

“School district location” means in any school building or any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business. Any student who violates the terms of this policy may be suspended or expelled from school, at the discretion of the School Committee. Sanctions against students shall follow prescribed school district administrative regulations and procedures.

NON-DISCRIMINATION POLICY

Title VI, Title IX, Section 504, ADA, Age Discrimination Act M.G.L. c. 76 §5, M.G.L. c.151C, 603 C.M.R. §26.08

I. Introduction

The Dennis-Yarmouth Regional School District has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of race, color, national origin, sex, sexual orientation, religion, disability, gender identity, or age, are not tolerated. Discrimination, including harassment, is contrary to the mission of the Dennis-Yarmouth Regional School District and its commitment to equal opportunity in education.

The Dennis-Yarmouth Regional School District does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to the Dennis-Yarmouth Regional School District, or in obtaining the advantages, privileges and courses of study of the Dennis-Yarmouth Regional School District on account of race, color, sex, religion, national origin, or sexual orientation. (M.G.L. c. 76 §5). Additionally, the Dennis-Yarmouth Regional School District does not tolerate harassment based upon race, color, sex, religion, national origin, or sexual orientation. (603 CMR 26.08).

For purposes of this policy and procedure, "school" includes school-sponsored events, trips, sports events, similar events connected with school or employment. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

The Dennis-Yarmouth Regional School District takes allegations of discrimination, including harassment, seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, the Dennis-Yarmouth Regional School District will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, religion, national origin, sexual orientation, age, gender identity, or disability. Harassing conduct involving these bases can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, national origin, sex, sexual orientation, religion, disability, gender identity, or age. Harassment is prohibited by the Dennis-Yarmouth Regional School District, and violates the law. 104

Examples of harassment include:

Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.

Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.

Any action or speech that contributes to, promotes, or results in a hostile or discriminatory environment to an individual or group described above.

Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of the Dennis-Yarmouth Regional School District; or (ii) creates an intimidating, threatening or abusive educational environment.

Many forms of harassment have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like M.G.L. 151C) by federal courts, state courts, the U.S. Department of Education, Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities, or as a basis for employment decisions.

Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

Unwelcome sexual advances, whether they involve physical touching or not.

Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.

Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.

Discussions of one's own sexual activities or inquiries into others' sexual experiences.

Displaying sexually suggestive objects, pictures, and cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

Date of Adoption: 12/6/10, 9/17/12

Review: Policy Review Subcommittee 11/9/10, 8/8/12

Category: Governance and General Operations
Anti-Harassment Policy

The Dennis-Yarmouth Regional School District is committed to equal employment and educational opportunities for all employees, students and members of the school without regard to race, ethnicity, gender, religion, sexual orientation, age or disability. Discrimination in employment or education on the basis of race ethnicity, gender, religion, sexual orientation, age or disability is illegal under both state and federal law and will not be tolerated here.

The Dennis-Yarmouth Regional School District is also committed to maintaining a school and work environment of no harassment for any reason, not just on the basis of race, ethnicity, gender, religion, sexual orientation, age or disability. The District expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern for their fellow employees and students.

This policy applies to all phases of education and employment in the District – including recruiting, testing, hiring, upgrading, promotion or demotion, transfer layoff, termination, rates of pay, benefits and selection for training, travel or school-related social events.

As used in this policy “harassment” means abusive or harassing conduct (including speech) sufficiently severe and persuasive to create a hostile learning environment for any student or work environment for any employee and may include insulting or fighting words (such as slurs on another person’s character, family, race, religion, sex, ethnic origin, physical appearance, intellectual ability or disability) and rude or discourteous speech inconsistent with the habit and manners of civil discourse.

Smoke Free School Policy

The Dennis-Yarmouth Regional School District Committee is dedicated to providing a healthy, comfortable and productive environment for staff, students and citizens. The school committee believes that education plays a critical role in establishing lifelong health habits for its students. A comprehensive health curriculum K-12 emphasizing the dangers of tobacco, drugs and alcohol remains a major goal for the school district. The Dennis-Yarmouth Regional School District Committee also has a strong interest in the health of its employees, and their serving as positive role models for students. Therefore, the committee prohibits smoking and the use of tobacco products in all buildings and on all grounds of the district at all times by all persons as per the requirements of the education reform act of 1993.

1. Enforcement – The success of this policy depends upon the thoughtfulness, consideration and cooperation of smokers and non-smokers. All individuals share in the responsibility for adhering to and enforcing this policy. Any individual who observes a violation may report it in accordance with the procedures listed below.
2. Students – Any violation of this policy by students shall be referred to the building principal. Students who violate provisions of this policy will be subject to building student discipline procedures.
3. Staff – Any violation of this policy by staff shall be referred to the appropriate supervisor. First time violators shall receive an oral warning. Second offenses will result in written warnings by the immediate supervisor with a copy being placed in the personnel file. Further violations will result in referral of the employee to the superintendent of school for implementation of progressive discipline.
4. Citizens – Citizens who are observed in school buildings or on school grounds shall be asked to refrain from smoking. If the individual fails to comply with this request, his or her violation of policy may be referred to the building principal or other school supervisory personnel responsible for the area or program during which the violation occurred. The supervisor shall make a decision on further action, which may include a directive to leave school property. Repeated violations may result in a recommendation to the superintendent to prohibit the individual from entering school property for a specified period of time. If deemed necessary by the school administration, the local law enforcement agency may be called upon to assist with enforcement of this policy.

Weapons Policy

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

Grievance Procedure – Employees and Students

1. Any employee or student of the Dennis-Yarmouth Regional School District who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any educational program or activity in violation of this policy may file a written complaint with the compliance administrator designated in the policy statement on the reverse of this document.
2. The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint.
3. A copy of the written complaint and the compliance administrator's response shall be provided to the Superintendent of Schools.
4. If the complainant is not satisfied with such response, he/she may submit a written appeal to the Superintendent of Schools for action by the Dennis-Yarmouth Regional School District School Committee. The complainant's written appeal shall state the nature of the disagreement, with the compliance administrator's response, and his/her reasons underlying such disagreement.
5. The School Committee shall consider the appeal at its regularly scheduled meeting within thirty (30) days following receipt of the written appeal.
6. The Chairperson of the School Committee shall permit the complainant to address the Committee in public or closed session, as appropriate and lawful, concerning his/her complaint.
7. The School Committee shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.
8. If the complainant is not satisfied with the written decision of the School Committee, he/she may file a written appeal with the Office of Civil Rights, so designated in the policy statement on the reverse of this document.
9. Nothing stated in this Grievance Procedure should preclude any employee or student from filing a written complaint directly with the Office of Civil Rights, so designated in the policy statement on the reverse of this document.
10. This Grievance Procedure may not be used by an employee if he/she has filed for the same grievance under the pertinent section of the contract between his/her group and the Dennis-Yarmouth Regional School District Committee.

Special Education Discipline

All students are expected to meet the requirements for behavior as set forth in this handbook. However, Chapter 71B of the Massachusetts General Laws known as Chapter 766, and the Federal Law, Individuals with Disabilities Act (IDEA 97), requires that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students.

1. The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification will be described in the IEP.
2. The principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
3. When it is known that the suspension(s) of a special needs student will accumulate to ten (10) days in a school year, a review of the IEP will take place and a Manifestation Determination will be made. In accordance with Section 333 of Chapter 766 Regulations and Individuals with Disabilities Education Act (IDEA 97) Section 1415, the review will determine the appropriateness of the student's placement or program.
4. The TEAM will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
 - a. Design a modified program for the student or
 - b. Write an amendment to provide for the delivery of special education services during the suspensions and any needed modification of the IEP relative to discipline code expectations.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

Dennis-Yarmouth Regional School District - School Committee Policy
C.O.R.I. REQUIREMENTS

It shall be the policy of the Dennis-Yarmouth Regional School District to obtain all available Criminal Offender Record Information (C.O.R.I.) from the criminal history systems board of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I. data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the criminal history systems board on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education C.O.R.I. Law Advisory dated February 17, 2003, "Direct and unmonitored contact with children' means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. A person having only the potential for incidental unsupervised contact with children in commonly used areas of the school grounds, such as hallways, shall not be considered to have the potential for direct and unmonitored contact with children. These excluded areas do not include bathrooms and other isolated areas (not commonly utilized and separated by sight or sound from other staff) that are accessible to students."

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. In the event that a current employee has questions concerning the signing of the request form, he/she may meet with the Principal or Superintendent; however, failure to sign the C.O.R.I. request form may result in a referral to local counsel for appropriate action. Completed request forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under this policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children

C.O.R.I. is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. C.O.R.I. may be shared with the individual to whom it pertains, upon his or her request, and in the event of an inaccurate report the individual should contact the criminal history systems board.

Access to C.O.R.I. material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I. material should be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law, reserves the exclusive right concerning any employment decision made pursuant to Chapter 385 of the Acts of 2002. The employer may consider the following factors when reviewing C.O.R.I.: the type and nature of the offense; the date of the offense and whether the individual has been subsequently arrested, as well as any other factors the employer deems relevant. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on C.O.R.I. checks will be made consistent with this policy and any applicable law or regulations. If a criminal record is received from the Criminal History Systems Board (CHSB), the Superintendent will closely compare the record provided by CHSB with the information on the C.O.R.I. request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

If the district is inclined to make an adverse decision based on the results of the C.O.R.I. check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the district's C.O.R.I. policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the C.O.R.I. record.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides school related transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records (see attachment) which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests, criminal court appearances or convictions. An applicant for employment with a sealed record on file with the commissioner of probation may answer 'no record' to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a complaint transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all the legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

As soon as possible after the district obtains the certification from the criminal history systems board to receive C.O.R.I. data, the Superintendent shall obtain such data for any person then providing volunteer service, as a condition of continued service.

Date of Adoption: 4/14/03, 1/14/08 - **Review:** Policy Subcommittee 3/24/03, 12/6/07 - **Category:** Staff - **Source:** ADDA

LEGAL REF: M.G.L.71:38R, 151B, 276, §.100A, St.2002, c.385 -

MCAD Regulations and D.O.E. Advisory on C.O.R.I. Law (Feb 17, 2003) - 803 CMR 3.05 (Chapter 149 of the Acts of 2004)

CROSS REF: File: ADDA-R C.O.R.I. Requirements - File: ADDA-E C.O.R.I. Requirements

IMPORTANT INFORMATION ABOUT D-Y FACILITIES

AHERA Management Plan

Every three years the school district is required to update its Asbestos Hazard Emergency Response Act (AHERA) asbestos management plan. The purpose of this plan is to summarize previous abatement response actions, summarize findings and ACBM classification and recommend response actions. A copy of this plan is available at each school and online.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/ahera-management-plan>

Fire Safety for Schools

A school is one of the most important resources in a community. School fires destroy costly bricks and mortar, and also the heart of a community. Fire prevention laws can be found in M.G.L. Chapter 148. Most fire prevention regulations affecting schools can be found in 527 Code of Massachusetts Regulations (CMR) 1.00. The Department of Fire Services' website has these and many helpful Office the State Fire Marshal (OSFM) *Advisories*. Visit www.mass.gov/dfs and look for *DFS Advisories* under *News & Events* and under *Fire Prevention*.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/fire-safety-for-schools>

Lead & Copper Water Testing

The district began systemic testing of lead and copper fixtures with a representative sample in each school building, in compliance with regulations from the Massachusetts Department of Environmental Protection.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/lead-and-copper-program>

Integrated Pest Management

School Integrated Pest Management (IPM) is the implementation by schools and daycare centers of a practice for reducing pests that de-emphasizes the use of pesticides as the principal control strategy. While pests are undesirable, they are only the indicators of a greater problem; IPM manages pests by focusing on these greater problems.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/pest-management>

Safety & Hazardous Waste

Please read the below information about proper handling of mercury spills (from thermometers or other items) and broken fluorescent light bulbs.

<http://www.dy-regional.k12.ma.us/district/facilities/pages/safety-and-hazardous-waste-information>

Tips for School Success

1. Praise and recognition reinforce learning. Children need praise when they succeed and help when they are having problems.
2. Arrange some special time every day to talk with your child. Show an active interest in your child's school life.
3. Set aside a special time and place to read with your children each day. It is helpful to provide a wide variety of reading materials in your home.
4. Visiting libraries, museums and nature trails help create shared educational opportunities.
5. To promote an enthusiasm for math, involve children in everyday problem solving. Look for patterns everywhere, make comparisons, ask questions, take measurements, and talk about time and money.
6. Encourage children to write. They might enjoy writing letters to relatives and special friends, labeling containers in their bedrooms, keeping a diary, writing down phone messages, or making lists.
7. To develop creativity, families could make available easy access to paper (different sizes, colors, shapes and textures), markers, crayons, pencils, paint, colored chalk, clay, play dough, glue, scraps of fabric, trim and yarn.
8. On time for school - avoid absences.
9. Have fun together!

HAVE A GREAT YEAR!



Important Dates to Remember 2019 - 2020



September 3	FIRST STUDENT DAY (Grades K - 3) Welcome Back!!!
September 5	Open House
September 10	Lifetouch School Picture Day
October 11	All Cape Professional Day - NO SCHOOL
October 14	Columbus Day Holiday - NO SCHOOL
October 22 & 24	Parent/Teacher Conference Days (12:10 student dismissal)
November 11	Veterans' Day Observance - NO SCHOOL
November 26	End of Term I (9/3-11/26/19)
November 27-29	Thanksgiving Break - NO SCHOOL
December 11	Report Cards go home
December 23 - January 1	Holiday Recess - NO SCHOOL
January 2, 2020	School Resumes
January 17	Teacher Professional Day - NO SCHOOL
January 20	Martin Luther King, Jr. Day - NO SCHOOL
February 17-21	Presidents' Day - Winter Vacation - NO SCHOOL
March 3 & 5	Parent/Teacher Conference Days (12:10 student dismissal)
March 13	End of Term II (12/2/19-3/13/20)
March 25	Report Cards go home
April 1	Kindergarten Registration for 2020-21 School Year
April 10	Good Friday - NO SCHOOL
April 20-24	Patriots' Day - Spring Vacation - NO SCHOOL
April 27	School Resumes
May 25	Memorial Day - NO SCHOOL
June 13	High School Graduation
June 25	Last Day of School* (The last student day is $\frac{1}{2}$ day for students)
	Final Report Cards go home last day of school

*5 snow days included, deduct for each day not used

**DENNIS-YARMOUTH REGIONAL SCHOOL DISTRICT
COMMITTEE MEMBERS 2019-2020**

Ms. Jeni Landers, Chairperson

10 Hopewell Lane, PO Box 739
Dennis, MA 02638
Cell (617) 901-3062
Email: jeni.landerson@dy-regional.k12.ma.us
Term Expiration: 2019

Mr. Joseph Tierney, Vice Chairperson

39 Bray Farm Road South
Yarmouth Port, MA 02675
Cell: (508) 367-2363
Email: joseph.tierney@dy-regional.k12.ma.us
Term Expiration: 2021

Ms. Andrea St. Germain, Secretary

124 Freeboard Lane
Yarmouth Port, MA 02675
Email: andrea.st.germain@dy-regional.k12.ma.us
Home: (508) 362-5891
Term Expiration: 2020

Mr. Brian Carey, Treasurer

482 Main Street
Dennis, MA 02638
Home: (508) 292-3487
Email: brian.carey@dy-regional.k12.ma.us
Term Expiration: 2020

Mr. James R. Dykeman, Jr., Member

30 Ronda Lane
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Home (508) 385-9517
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Email: james.dykeman@dy-regional.k12.ma.us
Term Expiration: 2021

Mr. Brian Sullivan, Member

1 Legend Drive
South Yarmouth, MA 02664
Cell (508) 737-0741
Email: brian.sullivan@dy-regional.k12.ma.us
Term Expiration: 2019

Mr. Phillip Morris, Member

23 Pompano Road
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Cell (508) 240-4372
Email: phillip.morris@dy-regional.k12.ma.us
Term Expiration: 2020

*Please tear or cut this page out and return to your homeroom teacher.
Thank you.*

Station Avenue Elementary School Handbook

2019-2020

Dear Student and Parents,

The SAE Handbook is carefully prepared each summer as an important resource to help you understand school policy and procedures. We ask you to take a few minutes to read and discuss the contents so that you will be prepared for the new school year. Please sign in the space below indicating you have reviewed this handbook with your child and return this form to your child's classroom teacher no later than Friday, September 13, 2019. Thank you.

We have read the 2019-20 Station Avenue Elementary School Handbook.

Parent Signature: _____ **Date:** _____

Student: _____ **Grade/Homeroom:** _____