



# Frank M. Silvia Elementary School

## 2020-2021

### Parent Handbook



Principal - Mr. Patrick Lenz  
Vice Principal - Mrs. Melissa Homol  
Vice Principal - Mr. Michael Pacheco  
Dean of Teaching and Learning - Ms. Jennifer Grafton

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**SILVIA STARS**

*Stay safe \* Treat others with kindness \* Always do your best \* Respect yourself, others, and the school*

# WELCOME

August, 2020

Dear Parents and Guardians:

On behalf of Frank M. Silvia Elementary School and Fall River Public Schools, I would like to take this opportunity to welcome you to a new school year and to introduce you to our ***SILVIA SCHOOL PARENT HANDBOOK***.

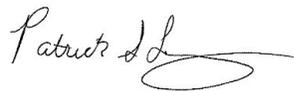
Fall River Public Schools is committed to the concept that a child's education is the product of the school **and** home. We believe that a strong partnership between school and your family will result in success for your child. You can help with this partnership in many ways. By regularly showing interest in your child's schoolwork, asking questions, and giving praise for accomplishments, you can reinforce what the school is trying to accomplish. Similarly, stressing the need for **regular attendance** conveys to your child the importance of school. Visiting school and attending as many school activities as possible also sends a message to your child that education has a high priority in your family.

For our part, we need to keep you informed on a regular basis about school activities and your child's progress. We also need to provide you with as much information about the school as possible. To that end, the ***SILVIA SCHOOL PARENT HANDBOOK*** has been developed and will also be posted on the Silvia School webpage.

Please feel free to call the school for clarification of any rule, regulation, or policy. Also, please do not hesitate to contact me personally at 508-675-9811 or via e-mail at [plenz@fallriverschools.org](mailto:plenz@fallriverschools.org), if you have concerns or questions regarding school matters.

Wishing you and your child a successful school year.

Sincerely,



Patrick Lenz  
Principal, Silvia School

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**Fall River Public Schools  
ACADEMIC CALENDAR  
2020-2021  
REVISED**

<i>DESE Additional Staff Training Days (No school for students)</i>	<b>Tuesday, September 1, 2020 – Tuesday, September 15, 2020</b>
<i>Opening Day of School:</i>	<b>Wednesday, September 16, 2020 (PreK begins 9/22/20; Kindergarten begins 9/25/20)</b>
<i>No school</i>	<b>Friday, September 4, 2020</b>
<i>Labor Day-No school:</i>	<b>Monday, September 7, 2020</b>
<i>Columbus Day:</i>	<b>Monday, October 12, 2020</b>
<i>Professional Development Day: (No school for students)</i>	<b>Tuesday, November 3, 2020</b>
<i>Veterans Day:</i>	<b>Wednesday, November 11, 2020</b>
<i>Early Release Day (for staff &amp; students):</i>	<b>Wednesday, November 25, 2020</b>
<i>Thanksgiving Recess:</i>	<b>Thursday, November 26, 2020 and Friday, November 27, 2020</b>
<i>Early Release Day (for staff &amp; students):</i>	<b>Wednesday, December 23, 2020</b>
<i>Christmas-New Year Recess:</i>	<b>December 24, 2020 through January 1, 2021 (Recess begins at the early release of school on Wednesday, December 23, 2020 /school resumes on Monday, January 4, 2021.)</b>
<i>Martin Luther King Jr. 's Birthday Observance:</i>	<b>Monday, January 18, 2021</b>
<i>Professional Development Day: (No school for students)</i>	<b>Friday, February 5, 2021</b>
<i>Winter Recess:</i>	<b>February 15, 2021 through February 19, 2021 (Recess begins at the close of school on Friday, February 12, 2021 /school resumes on Monday, February 22, 2021.)</b>
<i>Good Friday:</i>	<b>Friday, April 2, 2021 *no school in session /district offices will be closed</b>
<i>Spring Recess:</i>	<b>April 19, 2021, through April 23, 2021 (Recess begins at the close of school on Friday, April 16, 2021 /school resumes on Monday, April 26, 2021.)</b>
<i>Memorial Day:</i>	<b>Monday, May 31, 2021</b>
<i>Last Day for Durfee High School Seniors:</i>	<b>Friday, May 28, 2021</b>
<i>Durfee High School Graduation:</i>	<b>Friday, June 4, 2021</b>
<i>Closing Day of School for Students:</i>	<b>Wednesday, June 16, 2021 (NOTE: The last two days of school are half-days for students)</b>
<i>Inclement Weather Date for Students:</i>	<b>Wednesday, June 23, 2021</b>
<i>Closing Day of School for Staff:</i>	<b>Friday, June 18, 2021</b>
<i>Inclement Weather Date for Staff:</i>	<b>Friday, June 25, 2021</b>
<i>The 2020-2021 Instructional School Year is scheduled to end on Friday, June 18, 2021. If a school day is cancelled due to inclement weather conditions or other emergencies, the day or days will be added to the closing date of the school year. If five instructional school days are cancelled due to inclement weather conditions or other emergencies, schools will close on Friday, June 25, 2021. All personnel must be prepared for a Friday, June 25<sup>th</sup> closing. NOTE: In the event that any of the Professional Development Days are cancelled because of inclement weather or other emergencies, they will be made up at the conclusion of the 2020-2021 school year.</i>	
<b>End of Trimesters:</b> <i>(Elementary)</i>	<b>I Trimester (58 days): Friday, December 11      II Trimester (56 days): Friday, March 19 III Trimester (56 days): Closing date/inclement weather date</b>
<b>End of Terms:</b> <i>(Middle/High)</i>	<b>I Term (40 days): Friday, November 13      II Term (45 days): Friday, January 29 III Term (43 days): Friday, April 9      IV Term (42 days): Closing date/inclement weather date</b>

FR School Committee Approved 8.10.2020

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# Frank M. Silvia Elementary School

## Core Beliefs

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These beliefs serve as the “*why*” we are committed to teaching our students how to achieve and maintain *self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making*. These beliefs serve as our foundation as we continue to work together to integrate social and emotional wellness into academics with the result being well-rounded and resilient students.

### **Silvia Elementary School’s Core Beliefs are:**

- ❑ We believe all students are entitled to a respectful, caring, and safe learning environment where they are encouraged to take risks in order to grow academically, emotionally and socially.
- ❑ We believe that recognizing and honoring diversity strengthens our ability to teach the whole child and build a sense of community.
- ❑ We believe all students will develop the coping skills necessary to build self reliance, perseverance, and self awareness in order to become intrinsically motivated independent thinkers in a collaborative environment.
- ❑ We believe mastery learning is best achieved when students have opportunities to apply skills in authentic situations.

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# Social/Emotional Learning (SEL)

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Social and Emotional Learning (SEL) fosters a safe and positive learning environment for all students through teaching or enhancing the social/emotional skills that they will need to be successful in school. These skills students learn are transferable, meaning they will also foster success at home and in the community, and establish the foundation on which continued successes are built throughout their lives.

Social and emotional learning is the process of acquiring important social and emotional skills sets in a variety of areas as illustrated in the diagram at right. These skill sets include:

**Self-Awareness** - The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a sense of confidence, optimism, and a “growth mindset.” Self-awareness skills include identifying emotions, accurate self-perception, competence, and self-confidence.

**Self Management** - The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations. Self management skills include impulse control, stress management, self-discipline and motivation, goal setting and organizational skills.

**Responsible Decision Making** - The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. Responsible decision making skills include identifying and solving problems, analyzing, evaluating, and reflecting.

**Relationship Skills** - The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, conflict resolution, and seek help when needed. Relationship skills include communication, social engagement, relationship building, and teamwork.

**Social Awareness** - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Social awareness skills include perspective taking, empathy, and appreciation and respect for others.



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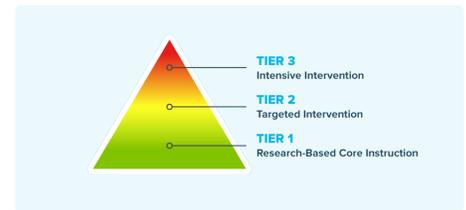
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It is easy to see how deficits in these social emotional skill sets, for instance teamwork, behavior management, or problem solving, can impact a student’s academic success. Silvia Elementary recognizes that academic and social emotional learning are equally important.

At Silvia Elementary, Social and Emotional Learning is fostered in many ways. These include the school-wide Positive Behavior Intervention and Support, classroom lessons, social skills groups, the Silvia Star Students’ Weekly Character Traits, a Growth Mindset philosophy, integration of SEL skills into academic learning, Silvia’s Tiered System of Supports, *The Responsive Classroom Approach* practices and the *Open Circle* and *Choose Love* resources.

## Silvia’s Tiered Systems of Support

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Silvia’s Tiered Systems of Support (STSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services. The supports also extend to services such as improving chronic absenteeism and developing rigorous learning plans for high achievers.

STSS includes researched-based principles and practices that increase the effectiveness of instruction for all students. The STSS framework uses universal screening data to develop appropriate student interventions. Additionally, data is analyzed at the school, network and district level to clarify system-wide shifts that will sustain student growth over time.

Silvia’s Tiered Systems of Support is a schoolwide approach to student support. Teachers, counselors, psychologists and other specialists work as a team to assess and address student needs.

STSS is a multi-tiered system of instruction and support in which teachers provide quality instruction across three tiers. Tier 1 is core instruction aligned to content standards appropriate for all students, including Bilingual and English Language Learners. This is essentially “great teaching.” The majority of learners should make sufficient growth in this tier.

Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services. Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students receive more individualized support suited for their unique needs.

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# School-Wide Behavioral Expectations

## Overview of the Positive Behavior Support Program

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### A Guide for Teaching School-Wide Behavioral Expectations

**School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors**

- \_ Clearly defined outcomes
- \_ Research-validated practices
- \_ Supportive administrative systems
- \_ Use of information for problem solving

### Features of School-Wide Positive Behavior Support

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
  - Acknowledge students when they are “doing the right thing”.
- Improve social competence.

### Positive Behavior System

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Our school has implemented a positive behavior system. This system teaches our students that positive behavior and character traits are rewarded. We find that focusing our attention on the positive creates an environment that prevents many negative behaviors.

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- Develop environments that support academic success.

All students wear a name tag with a grid on the back. Students can earn stars on their tag for demonstrating “STAR behavior”. These star behaviors have been defined for students throughout the school building.

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Each week we award the STAR Student Award to one student in each classroom. This student has demonstrated a specific trait, such as kindness to friends. Then we recognize all those students at an end of each at an assembly for all students.

We have had much success with this program and will continue to implement. A STAR behavior handbook will be provided to all our families.

**Stay safe**

**Treat others with kindness**

**Always do your best**

**Respect ourselves, others and our school**

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## Weekly Character Traits 2020-2021

Sept 16	Greeting others
Sept 21	Accepting others/showing tolerance
Sept 28	Being punctual and prepared for class
Oct 5	Following instructions
Oct 12	Active listener
Oct 19	Appropriately gaining teacher's attention
Oct 26	Disagreeing appropriately
Nov 2	Being kind to others
Nov 9	Appropriately managing feelings
Nov 16	Resisting negative peer pressure
Nov 23	Helping others
Nov 30	Persevering through difficult tasks
Dec 7	Having good transitions
Dec 14	Having appropriate boundaries
Dec 21	Giving and receiving compliments
Jan 4	Self-management in the cafeteria
Jan 11	Staying on task
Jan 18	Being an effective problem solver
Jan 25	Expressing empathy/understanding others
Feb 1	Being flexible
Feb 8	Being a good friend
Feb 22	Showing respect
March 1	Working as a team
March 8	Joining in a conversation
March 15	Having a positive attitude/outlook
March 22	Contributing to discussion
March 29	Appropriately dealing with frustration
April 5	Appropriate behavior in the hallways
April 12	Completing homework
April 26	Interrupting appropriately
May 3	Working to your full potential
May 10	Using an appropriate tone of voice

May 17	Appropriately using calm down strategies
May 24	Being a positive leader
May 31	Following routine
June 7	Accepting a loss graciously
June 14	Being a good sport

**Each week, students are recognized for demonstrating the character trait. Names of "Weekly Star Students" are displayed in each classroom and recognized school-wide.**



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# Parent Need to Knows!

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## **Start Times**

7:40 - 7:55am - Arrival (Students arriving after 7:55 a.m. will be marked tardy)

Please note, students will NOT be allowed to wait by the drop-off door in the morning. At 7:40 AM, we will notify cars that are waiting by the front curb that they can allow students out of their cars so they can enter the building, practice social distancing, and head straight to their classrooms. We will do this 7 to 10 cars at a time and this is the ONLY way students may be dropped off at school.

We will allow students to enter the building from 7:40 through 7:55 AM and be considered to have arrived "on time." We will be flexible with tardies as we all learn this new system and process together, understanding that safety is our number one concern.

Traffic can be problematic in the morning, please plan accordingly. We encourage students who live in Silvia School district, and qualify for transportation, to take their assigned bus to and from school, if possible. A list of bus stops and pick-up times is posted on the district website <https://www.fallriverschools.org/departments/transportation>

## **End Times**

1:50 p.m. - Bus students are loaded

1:57 p.m. - Parent patrol students are dismissed

Students should be picked up promptly from parent patrol or bus stop.

## **Dismissal:**

- Students will be dismissed at 1:57 pm.

- Cars need to park in the main parking lot found at the end of the Silvia driveway. Once legally parked,

one adult needs to go to the exit assigned to their child. A mask should be worn by all adults before they

exit their cars and remain on until you enter your car again.

- Students will exit out the following doors:

- PreK - Staff will dismiss students through the PreK doors (both pick up and bus)

- K/Siblings - Playground Doors (back of the school)

- 1 - Music Room Doors (on the right side of Silvia as you face the school)

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- 2 - Double Doors by Music Room (double doors to the right of Main Office doors as you face Silvia. Same doors as drop off)
  - 3 - Main Office Doors
  - 4 - Gym Doors (on the right side of Silvia as you face the school)
  - 5 - Cafeteria Doors - on the right side of Silvia as you face the school
- \* For safety reasons, no students will be dismissed between 1:30 and 1:57 pm.

### **Parking**

We understand the difficulties with parking during dismissal. Student safety is our priority. Please do not park in fire lanes, move saw horses or double park. If the parking lot is full, please park on Meridian St.

### **Early Dismissal**

Whenever possible, please schedule appointments outside of the school day. If you need to dismiss your child during the day, we require 24 hours written notice.

The end of the day is a very busy time at school. For this reason and the safety of our students, no dismissals will be allowed the last half hour of the school day.

### **Attendance**

Your child's attendance is one of the most important elements of their learning. Please make every effort to ensure your child is present and on-time everyday. Scheduling of vacations during school time is discouraged. Teachers are not required to provide any make-up work for vacation time scheduled while school is in session.

### **Uniform Policy**

All students are expected to wear the required uniform during school hours.

Pants/skirts/shorts are to be a chino material and can be navy, black or khaki in color. Skirts and shorts should be longer than fingertip length. Tights or leggings under skirts also need to follow the uniform policy.

Shirts: The iron logo should be present on all shirts. They are available for \$.50 in the main office. Shirts can be royal blue, kelly green, or white. Sweaters/sweatshirts also need to be proper color.

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New Silvia School Gear: SILVIA hooded sweatshirts (Youth & Adult S-XXL) and SILVIA sweatpants (Youth & Adult S-XL) are available for purchase. These may be worn as spirit wear. Please see the office for an order form.

Please label students' sweaters, jackets, sweatshirts with your child's name to prevent lost or misplaced items.

### **Breakfast**

All students are provided with free breakfast in the classroom. It is served at 7:40. Students need to be punctual to take advantage of this wonderful program.

### **Snacks**

All students are given snack time during the school day. Due to allergies, please do not provide any snacks that contain nuts. We encourage a healthy choice for the snack time break.

### **Lunch Money**

All students are provided with free lunch in the cafeteria. Students wishing to purchase milk or water will be charged. Please call the school office for information on setting up a lunch account.

Lunch times are specific to grade-level. Families are more than welcome to send students with lunches from home as well.

### **School Celebrations**

The school district policy on food items states:

*All food items for classroom or school celebrations shall be arranged through the district's food service department.*

Please do not send in food items such as cupcakes or cookies. If you would like to order an item you may do so through:

<https://schools.whitsons.com/ma/fall-river-public-schools?page=menu>

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