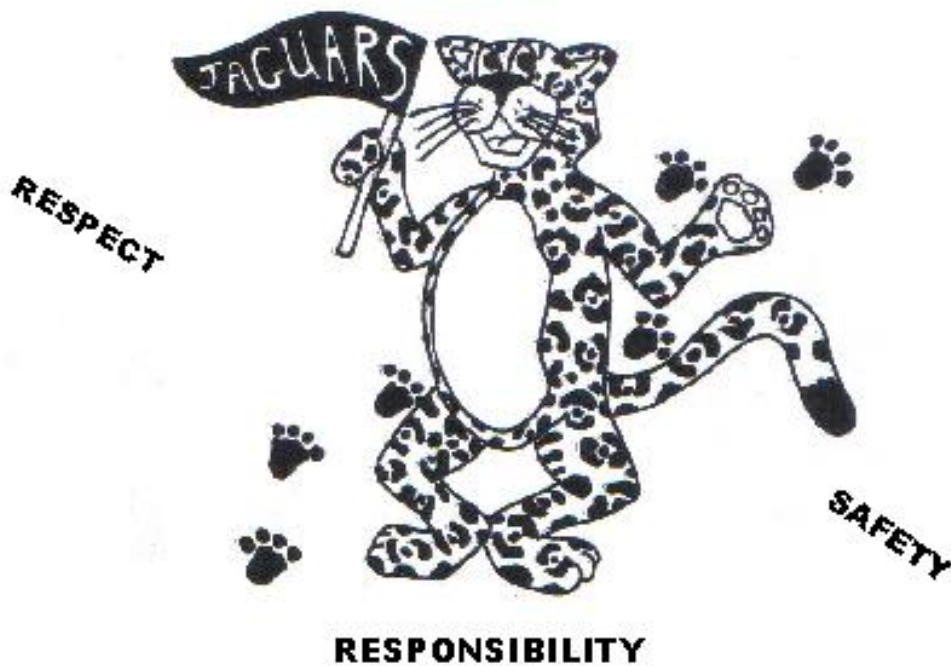


Johnson Elementary School



2018-2019

SCHOOL HANDBOOK

Please pull the colored sheets off the back & post at home for easy reference!

Table of Contents

Johnson Elementary School Mission And Goals	5
Principal Welcome Letter	6
School Board Letter	7
Notice to Parents Regarding “School Improvement”	8
NECAP and SBAC Test Results	10
Title 1 Parent School Compact	11
Right to Review Teacher Qualifications	13
School Choice Statement	13
General Information and Administrative Procedures	14
Arrival at School	14
End of Day Dismissal	15
Attendance	17
Bus Service	18
Classroom Parties	18
School Visits and Observation	19
Damage or Loss of School Property	19
Dress Guidelines	19
Electronic Devices	20
Emergency School Closing	20
Enrolling Your Child At JES	21
Extracurricular After School Activities	21
Facility Use	21
Food Service	21
Meals	21
Breakfast	21
Snack	21
Free Meals for all JES Students	22
Health Services	23
Medical Screenings	23
Mental Health Screenings	23
Head Lice Add Bed Bug Protocol from LNSU	23
Medications	24
Possession and Self-Administration of Emergency Medication	24
Invitations to Private Parties	25
Lost and Found	25
Mandated Reporting of Suspected Abuse or Neglect	25
Personal Property	25
Phone Use	25
Restrooms	26
Videotaping & Photographing of Students by School Staff	26

Table of Contents

Emergency Protocols	27
Crisis Response Team	27
See Something, Say Something	27
Options Based Approach	27
Active Intruder (Threat at JES)	28
Lockdown (Hide):	28
Evacuate (Run):	28
Counter (Fight):	28
Lock Out (Possible Threat Coming to JES)	29
Fire Drill / Evacuation Procedures	29
Reunification Procedures	30
Organization and Curriculum	31
Team Structure	31
JES Curriculum	31
Organizational Chart	32
Art	33
Computer Technology	33
Enrichment:	33
Field Trips	33
Field Trip Chaperone Agreement	33
Health Education	34
Intervention:	34
JES Connections	34
Library	34
Music	34
Physical Education	35
School Counseling	35
Spanish:	35
Special Education	35
Speech and Language Services	35
Report Cards, Conferences & Assessments	36
Homework:	36
Evaluation Procedures	36
Principal's Awards	37
Class Placement, Retention, and Promotion	37
Student Behavior: Positive School Climate	38
Expectations for Student Behavior	38
Recognition System	40
Responding to Students Not Meeting Behavioral Expectations	41
Playground Safety Guidelines	42
Definition of Key Terms	44
Act One	46
Bullying, Harassment, and Hazing Prevention Plan	46
Voice Level	47
School Song	48

Table of Contents

Select Federal/State Laws and School District Policies	49
Child Find Notice	49
Civil Rights Act (1964)	49
Complaint Resolution Procedure For No Child Left Behind Act Programs,	49
FERPA	50
Harassment, Bullying, Hazing And Misconduct	51
New Americans	53
Non-Discrimination Policy (Title Ix)	53
Parental Involvement	54
Parental Rights In Reference To Special Education	54
Protection Of Pupil Rights	54
Rehabilitation Act, Section 504	56
Special Education Procedural Safeguards Policy	56
Transgender and Gender Nonconforming Students	56
Wellness	56
Pull-Off Information Sheets (Colored)	58
JES Fast Facts	58
Bus Routes	58
Food Service Prices, Procedures, & Policies	58
School Telephone & Room List	58
School Calendar	58
JES Event Calendar	58

Johnson Elementary School Mission And Goals

"At Johnson Elementary School, we strive to create a caring environment that prepares our students to be socially, emotionally, and academically ready for success."

Our mission, goals, school organization and programs are based on these core beliefs:

We Believe...

- Every individual is a valuable and contributing member of our community.
- Learning is a lifelong process. Everybody teaches; everybody learns.
- The emotional, behavioral, and physical well being of each student is essential.
- Everyone shares the responsibility of creating a respectful environment.
- Working cooperatively is essential to all aspects of an individual's life.
- In addition to core knowledge and basic skills, students should have opportunities to develop creativity through the arts.
- Individuals learn in different ways.
- Honesty and integrity are essential qualities for all people to develop and live by.

With parents as our partners, we will strive to attain the following essential elements:

- To help all students develop, use and generalize the basic skills of reading, writing, speaking, listening, observing, analyzing, problem-solving and computing,
- To contribute to the emotional, behavioral and physical well-being of each student.
- To stimulate the desire for lifelong learning.
- To encourage respect for the rights and dignity of others.
- To help students to understand the relationship between people and the environment.
- To help students to develop an appreciation for and enjoyment of the arts, literature, history and science.
- To nurture creativity.
- To promote an awareness of the responsibilities of citizenship.
- To establish an environment which encourages high moral, ethical and intellectual standards.

Our goal is for all children to thrive in school – intellectually, physically, socially, and emotionally. We want school to be a safe, enjoyable, challenging, and rewarding experience for every child!

Principal Welcome Letter

August 2018

Dear Parents, Guardians, and Caregivers:

Welcome to the Johnson Elementary School community for the 2018-2019 school year. I am very excited to serve as the Principal of Johnson Elementary School. Your involvement in your child's education is vitally important in making this year successful.

We strive to communicate policies and procedures clearly to parents, students, and staff, so everyone can contribute to a positive learning environment. By working together, we can make our school a safe, child-centered place where every student experiences success.

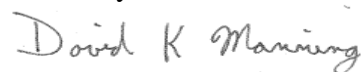
One of our most important goals is to develop a strong partnership based on frequent, open communication with family and community members. We will share information with you regularly through a variety of methods:

- www.jesvt.org Our website offers information about most aspects of JES, including an individualized web page for each teacher and an up to date school calendar of events. Please visit often as the site will be updated frequently.
- **School Facebook Page:** We post many timely reminders and information about current events at JES. Find us on Facebook by searching for Johnson Elementary School VT.
- **Friday Letters:** Please check your child's backpack every Friday to find the following documents that detail the exciting events occurring at JES:
 - Possible Notes from your child's teacher
 - The Jaguar Journal, our school's weekly newsletter
- **Email**

I hope our Handbook provides answers to many of the questions students and parents may have about our school. Please take time to read through the Handbook and share this information with your child. The colored sheets at the end of this document provide useful information about JES. You may tear off these pages and post them at home for easy reference.

Thank you in advance for your support. We strive to be open to parent and community feedback. For your convenience, you may contact your child's teacher by letter, phone, or email. A staff directory is included in this Handbook. I welcome your comments, questions, and concerns about JES. You may reach me at 888-6728.

Sincerely,



David Manning

School Board Letter

From the School Board.....

August 2018

Dear Parents, Guardians, and Caregivers:

Greetings from your Johnson representatives of the new Lamoille North Modified Unified Union School Board! We would like to invite you to attend any of our regularly scheduled meetings, occurring on the second and fourth Mondays of each month and held at the Green Mountain Technical and Career Center in Hyde Park. If you wish to learn more about school programs and operations, have questions, or wish to share your ideas about JES we encourage you to contact us. All of our meetings are open to the public, and we welcome and encourage parents to attend. Agendas and meeting minutes are available on the school's website, www.jesvt.org.

We would also like to encourage you to participate in other forums for parent participation: the Johnson Elementary School PTO and the Community Advisory Council. Look in the *Jaguar Journal* for ongoing announcements about meetings and activities.

Feel free to keep in touch with us, our emails are listed below. The more points of view we hear, the better we can reflect the community perspective on school issues. We appreciate your time, interest, and conversation.

Sincerely,

Eve Gagne	gagne.eve@gmail.com
Angela Lamell	alamelljesboard@gmail.com
Bobbie Moulton	bmoulton75@gmail.com
Mark Nielsen	n8942v@yahoo.com
Katie Orst	orstj@comcast.net

Johnson Representatives on the Board of Directors,
Lamoille North Modified Unified Union School District

Notice to Parents Regarding “School Improvement”

August 2018

Dear Parents and Guardians:

Annually, we are required to publish our standing with regard to Adequate Yearly Progress (AYP), which is the measure by which schools are held accountable for student performance under the Every Student Succeeds Act.

The Agency of Education submitted the [Vermont State Plan](#) for federal review on April 3, 2017. The plan describes a revised accountability system for the state. As a result of the transition from Vermont’s old accountability system to the proposed new accountability system, Vermont will not have new accountability determinations for 2017-2018.

Implementation of a new accountability system would begin from the time of the plan’s approval. 2017-18 was a transition year, where performance measure data would be reported to schools without being used as a part of an accountability determination. 2018-2019 assessment data will be used to make accountability determinations in late 2019. As we transition into a new accountability system, schools are to continue implementing their current improvement plans, while anticipating that these plans will likely evolve in response to determinations and the continuous improvement framework within the new system.

These determinations include only the prior year’s status and any changes to that status were made solely based on the results of student scores on the New England Common Assessment Program (NECAP) and the Smarter Balanced Assessment Program (SBAC). The NECAP is a standardized assessment given to all Vermont elementary school students in grade 4 to measure Science proficiency. The SBAC is administered to all Vermont students in grades three through eight and once in high school to measure student proficiency in the areas of Reading, Writing, Science and Mathematics.

NCLB required an overly simplistic assessment of school quality. It has also failed to provide school systems with the means to improve student performance. In Vermont, we know there is nothing more important than fostering our children’s excitement about learning and continuously improving teaching, so that every child benefits from rich and equitable opportunities to learn. While we find flaws with the policy, we support the intent behind NCLB for greater equity, and specifically, to ensure that every child in every classroom is receiving the specialized instruction and support she or he needs to learn and thrive. We also know we can do better. With our small classes and schools, our dedicated educators and our comparatively well-resourced schools, we are well positioned to close the gap in opportunities that lies under our observed achievement gaps.

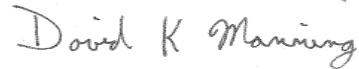
We are committed to continuous school improvement, and to supporting all of our students in their effort to succeed. Every day, we strive to create better learning opportunities for our students. This year, we will continue to collaborate with the Lamoille North Supervisory Union and the Agency of Education to implement a continuous improvement plan for our JES. We will be reviewing all of our programs as a part of a more comprehensive review of our school’s academic experiences and student supports. As we identify opportunities for parent and

family participation in the development and implementation of our improvement plans, we will invite you to join us in the work as appropriate. We hope that you will continue to support our school in these efforts, and we value your involvement.

We will also continue the Professional Learning Communities (PLC) work where our teachers meet regularly to review student performance data and plan their curriculum accordingly. At these meetings, teachers regularly adapt their instruction and interventions based on current student data. The PLC approach has led to direct improvements in student learning as measured by our local assessments.

There is an abundance of information available to any parent or community member who is interested in knowing more about the accountability system in general and the performance of Johnson Elementary School students in particular. If you would like to know more about this topic or become involved in ongoing school planning efforts related to improving student achievement, please contact me at 888-6728 or dmanning@jesvt.org.

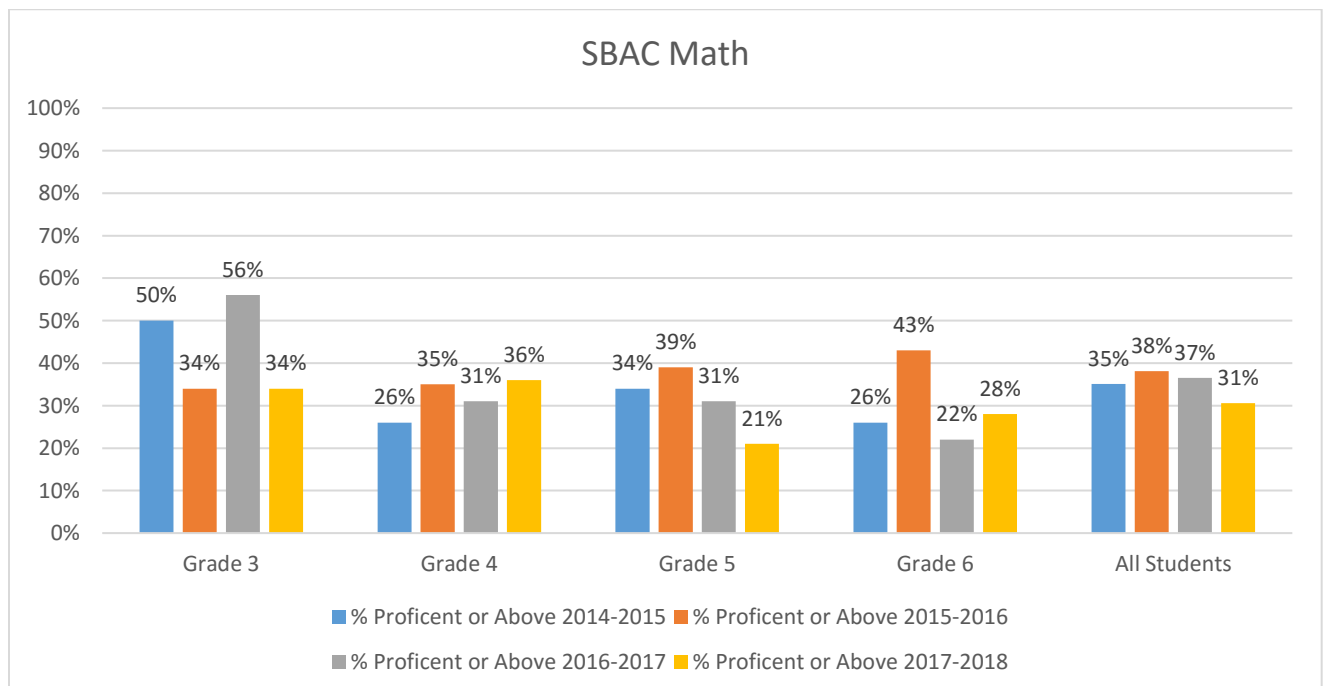
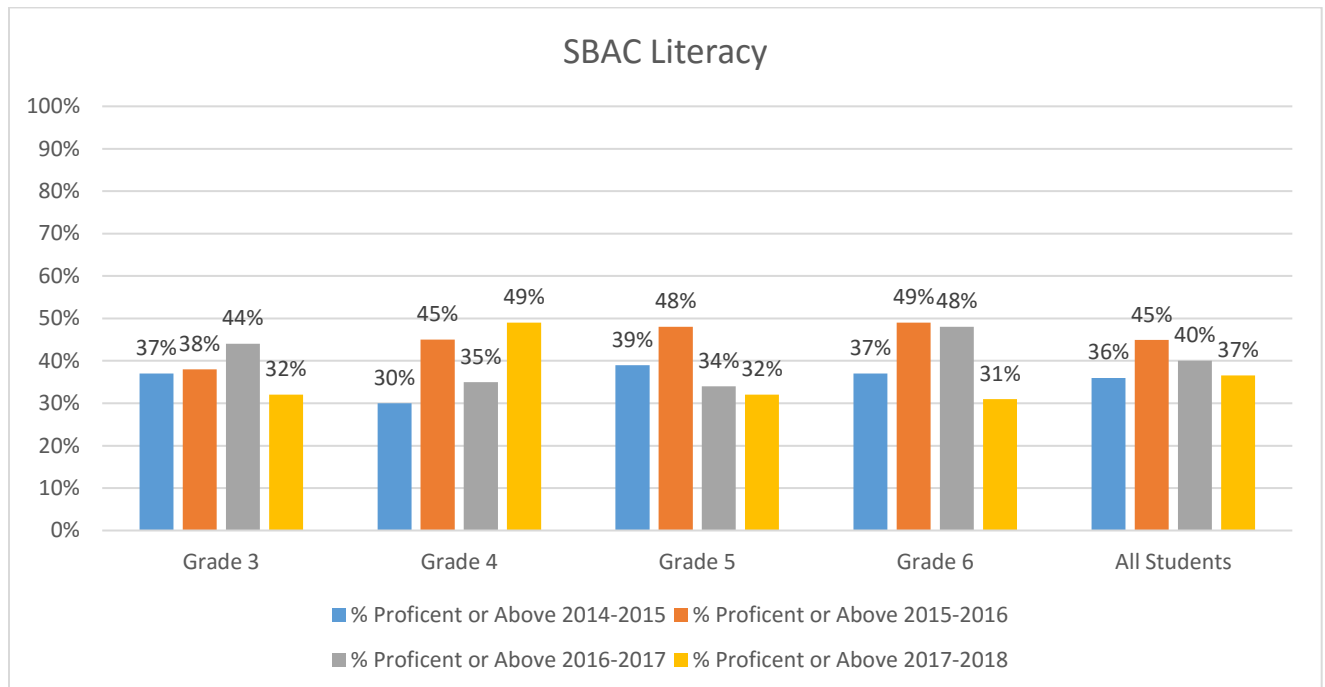
Sincerely,

A handwritten signature in dark ink that reads "David K Manning". The signature is written in a cursive, slightly slanted style.

David Manning
Principal

NECAP and SBAC Test Results

NECAP SCIENCE Grade 4		Proficient 2011-2012	Proficient 2012-2013	Proficient 2013-2014	Proficient 2014-2015	Proficient 2015-2016	Proficient 2016-2017
All Students	JES	38%	46%	46%	32%	31%	35%
	STATE	53%	48%	44%	46%	46%	46%
Low Income	JES	27%	44%	37%	13%	20%	31%
	STATE	37%	32%	31%	32%	32%	32%



Title 1 Parent School Compact

JES' "Title I School Wide Program" allows the school to use its federal Title I funds to support a broad range of supplemental programming that strengthens instruction on a school wide basis. We use Title I funds to support our pre-school program, additional teachers, paraprofessionals to work with students struggling in reading and math, and our after school program. Further, these funds support professional development experiences for the staff.

As part of JES' "Schoolwide" Title I program, we have developed the following "parent-school compact", which sets forth the responsibilities that each of the three main partners in education – students, parents, and staff – must fulfill in order maximize educational outcomes for our students. It is important that families and schools work together to help students achieve high academic standards. Children feel a sense of pride when they know their parents are involved at their school and teachers feel rewarded and appreciated when they are supported by parents. The role of parents in a child's education is crucial and Johnson Elementary School welcomes you to become an active participant in our school community.

Staff Commitments:

The staff of the Johnson Elementary School agrees to carry out the following responsibilities to the best of our abilities:

School Learning Environment:

- We will provide an inviting, safe, and caring learning environment.
- We will model the school expectations of Respect, Responsibility, and Safety.
- We will participate in professional development to improve teaching and learning

Academics:

- We will develop curriculum that supports students in learning the content set forth in the Common Core State Standards, Next Generation Science Standards, College Career and Civic Life Framework for Social Studies
- We will provide meaningful assignments both at school and/or at home to reinforce and extend learning
- We will set high expectations for students
- We will motivate our students to excel
- We will help every child to develop a love of learning.

Habits of Mind:

- We will honor the whole child
- We will nurture and emphasize skills for life-long learning
- We will nurture and emphasize social and emotional cognitive skills and problem solving so that the student can engage in happy and healthy relationships
- We will promote a growth mindset in which the student experiences success along their own personal continuum

Family and School Partnership:

- We will support the formation of partnerships with families and the community.
- We will communicate regularly with families about student progress.
- We will actively participate in collaborative decision-making and consistently work with families and colleagues to make our school an accessible and welcoming place

Student Commitments:

The students of the Johnson Elementary School agree to carry out the following responsibilities to the best of their abilities:

- I will come to school ready to learn and work hard.
- I will bring necessary materials, completed assignments, and homework.
- I will know and follow the school expectations of Respect, Responsibility, and Safety.
- I will communicate regularly with my parents and teachers about school experiences
- I will read every day after school.
- I will limit my screen time (TV, computer, video games, etc.)

Parent / Caregiver Commitments:

The parents/families of Johnson Elementary School students agree to carry out the following responsibilities to the best of their abilities:

Home Learning Environment

- I will communicate the importance of education and learning to my child(ren).
- I will read to my child(ren) and/or encourage them to read independently every day.
- I will provide my child(ren) with a quiet time and place for homework.
- I will monitor and limit my child's screen time (TV, computer, video games, etc.)

Health and Wellness

- I will ensure that my child(ren) attend school every day, on time
- I will ensure that my child has a regular sleep schedule appropriate for his or her age
- I will ensure that my child has access to proper nutrition at home and/or through the school meals program

School Communication

- I will regularly monitor my child(ren)'s progress in school.
- I will attend the Parent Teacher conference in November
- I will contact my child(ren)'s teacher regularly to support my child(ren)
- I will feel comfortable contacting the school principal, Mr. Manning, as needed
- I will become familiar with school policies and procedures

School Involvement

- I will participate in activities such as the PTA, volunteering, chaperoning field trips and special events
- I will attend School Board meetings and/or read the meeting minutes
- I will Respect the school, staff, students, and families.

How to communicate your concerns to the school: Effective communication between parents and school staff is essential. If you have a question or concern about your child or any aspect of what is happening at school, it is usually best to contact your child's teacher. If you are dissatisfied with the teacher's response or if you feel the issue is not appropriate to discuss with the teacher, then you should contact the Principal. If the Principal is not able to resolve the issue to your satisfaction, then you may bring it to the attention of the Superintendent and/or School Board.

Right to Review Teacher Qualifications

As a parent of a student at Johnson Elementary School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner once requested. Specifically, you have the right to inquire about the following information regarding each of your child's classroom teachers:

- Whether the Vermont Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Vermont Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Additionally, you have the right to request the level of achievement of your child in each of the state academic assessments.

If you would like to receive any of this information, please call our school business assistant, Darci Jewett, at 888-6730.

School Choice Statement

The Every Child Succeeds Act allows parents to move their children from identified schools to other public schools *in the same district*, providing that the new school is making its AYP targets. Now that Johnson Elementary School is within the Lamoille North Modified Union School District (LNMUUSD), school choice is an option for parents. The LNMUUSD Board has a policy (C22) that governs movement of students within our district.

General Information and Administrative Procedures

Arrival at School

- The regular school day begins at 7:50am and ends at 2:30pm
- Students who arrive after 7:50am will be marked tardy
- School doors open and adult supervision is available at 7:30am
- Breakfast is served in the classroom from 7:30-8:15am
 - Students arriving at school after 8:15am will not be able to get breakfast
- Any child arriving after 7:50am is required to report to the office before going to their classroom.

By Bus:

- Buses will typically arrive between 7:25am and 7:35am
- Students will wait on their bus under the supervision of the bus driver until the school opens at 7:30am
- See the Bus Service section on page 18 below for specific bussing information.

By Car:

- If you drive your child to school, you have three options for where to drop them off until 7:45am:
 - You may drop your child off in the set-back drop-off zone on the school side of the street.
 - You may drop your child off on the south side of the street at the cross walk. Your child should then exit the car on the sidewalk side of the street, proceed to the crosswalk, and wait for a staff member on duty to cross them.
 - After the last bus has arrived, usually by 7:40am, you may drop your child off at the main entrance on the north side of the building.
- After 7:45am, you must drive around to the main entrance.
- Parents may accompany students directly to classrooms from 7:30am until 8:10am. Classes are in full session after 7:50am. We ask that parents not enter classrooms at 7:50am. To ensure our students' safety and security, all doors leading to the school will be locked at 7:45am. Students arriving after 7:45am should be dropped off at the main entrance and will need to press the buzzer to the right of door to gain entrance into the building. There is a buzzer on the south porch door as well.
- If you are entering the building, please park in the angled visitor spots
 - **JES is a no idling zone.** Please turn your car off.

By Walking / Bicycle:

- Students who walk, ride bicycles or are driven to school are expected to arrive between 7:30am and 7:45am
- Bikes should be stored in the bike rack adjacent to the South Porch.
- Students who arrive by 7:45am should enter the building through the South Porch door.

Preschool:

- Morning pre-school classes begin at 7:30am
- Ms. Breisach's pm class begins at 11:15am. Students should not arrive before 11:10am
- Parents can walk their children into class at any time in pre-school
- Busing is not provided for three-year-olds. Once students turn 4, they are able to ride the bus in the morning.
- Busing is provided for four-year-olds.

End of Day Dismissal

- Dismissal is at 2:40pm
- Each child must have a designated "regular" plan for leaving school.
 - Parents or guardians designate a child's plan on the Annual Information Form
 - We will follow that plan unless we have written permission to change the plan
- To change your child's after school plan you must write a note that includes:
 - The child's first and last name
 - The child's homeroom teacher's name
 - The date and day of the week of the requested change
 - Parent name printed and parent signature
 - **Do not email notes as we cannot guarantee that email will be checked in time**
- You may send in a note for up to one week's worth of changes at a time
- **Please only call the school to change after school arrangements when there is an emergency**
 - It is confusing to both students and staff when a child arrives at school expecting one dismissal plan, but then is told that he/she must do something else.
 - Telephone requests do not provide the school with a written record of the change
 - **Normally, the only change that may be made by telephone is for an authorized adult to pick the child up at school.**
- If you do call in an emergency, press 6734 and wait for someone to answer; do not leave a message on voice mail: we can't guarantee that it will be checked prior to dismissal. If you reach voice mail after pressing 6734, hang up and call back in a few minutes. If you still reach voice mail, try the following extensions: 6729 or 6736

By Bus:

- Each child has a "regular" bus and bus stop.
- All students must be dropped off at stops within the Town of Johnson.
- Children in grades PK-2nd will only be dropped off at their bus stop if there is an adult present who is responsible for that child.
 - If there is no adult present, children in grades PK-2nd will be brought back to JES and parents will be called.
- Your child may not ride any other bus, get off at any other stop, or choose to not ride the bus without specific written permission.
- Vehicles are not allowed to pass parked buses with flashing lights. Violators will be reported to law enforcement officials.

By Walking / Bicycle:

- Students who walk or ride a bike home alone must have written permission from a parent or guardian, as part of their designated "regular" plan for leaving school.
- Students need to remain in the gym while waiting to be dismissed.
- Students walking or biking home may not be dismissed until after the buses leave the school at about 2:40pm and must leave the school grounds at this time.

Pre-School:

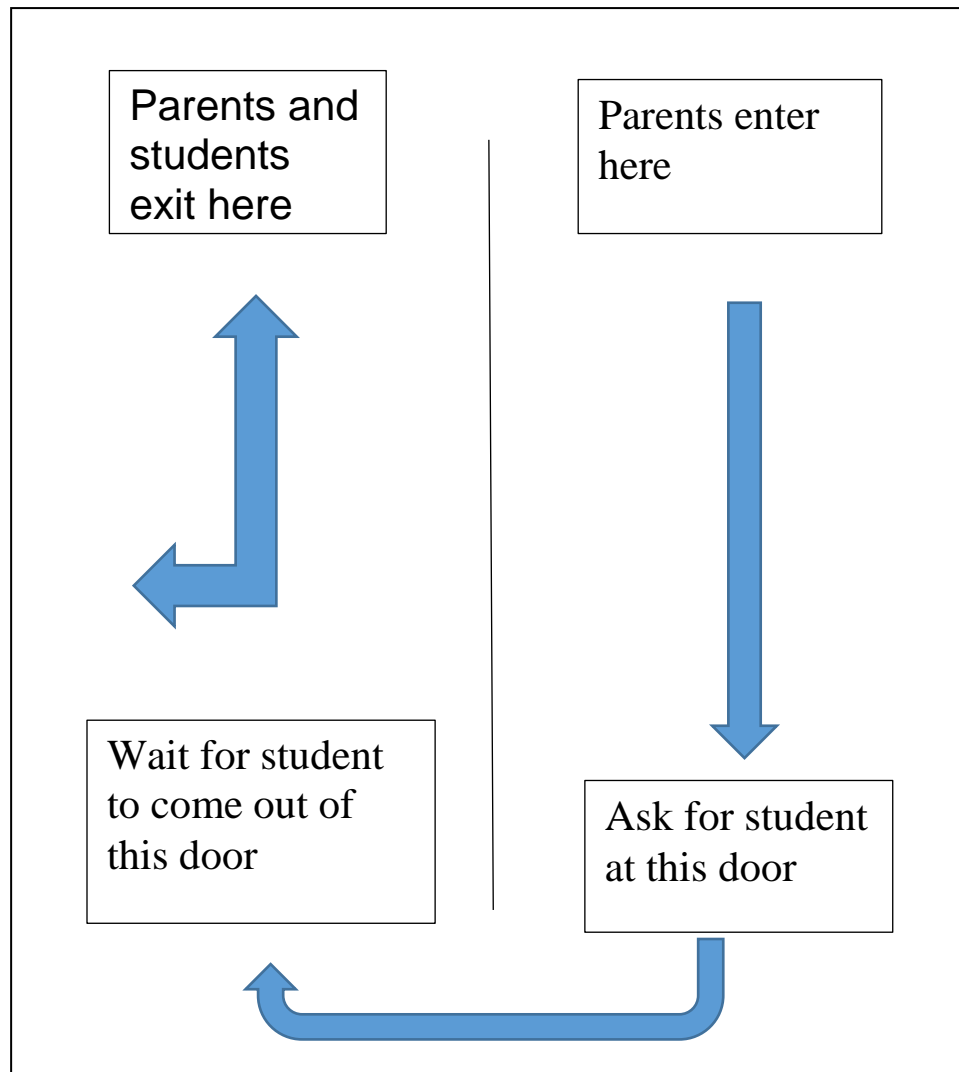
- Ms. Sargent's students will not be offered busing at the end of the program day regardless of their age due to there not being enough time to complete a bus run between the end of Ms. Sargent's class and the regular dismissal.
- MS. Sargent's students will all be dismissed at 12:30pm at the playground entrance.

Parent Pick Up:**Time:**

- The pick up dismissal time is 2:40pm
- No students are released until all groups have reported to the gym
- JES Connections students need to be dismissed from classrooms first so that they are all checked into the cafeteria and out of the hallway by 2:40pm

Outside Process:

- We will set up stanchions to divide the south porch in half
- The building side will be the place to line up for parents who have not yet picked up their children
- The playground side will be for parents to go to after picking up their children
- The stanchions will be set up by the duty staff member upon arriving downstairs at 2:35pm.
- When parents get to the door, staff will retrieve the relevant students from the bleachers and have them go outside the left hand door.



Attendance

We expect all students to attend school on a regular basis. Daily class attendance is one of the most important factors in helping students achieve academic success. To ensure that our students attend school regularly, we have created the following procedures to support the LNMUUSD Attendance Policy.

If your child is going to be absent from school, or arriving late, please call the school (888-6727) between 7:30–8:30am and leave a message in the attendance mailbox (7026). If your child does not arrive at school, we want to be sure that he/she is safe with you. The office staff will call parents if they have not received notification by 8:50am. Any student not in his/her regular classroom by 7:50am will be marked absent or tardy. A request to have a child excused from school for two or more days should be made in writing to the principal at least one week prior to the absence, except in emergency situations.

Students who are absent from school may be expected to make up missed academic work. Classroom teachers will provide reasonable assistance to students in making up missed work and will determine a reasonable time frame for completion. Special circumstances will be taken into consideration and other arrangements may be made with the teacher. Students who have a pattern of absences and tardiness may not be able to make up all of their work. Uncompleted work may negatively affect academic performance.

The chart below summarizes our procedures for responding to student absences:

5 Days Absent	10 Days Absent	15 Days Absent	20 Days or More Absent
JES contacts parent/guardian by phone or letter	Notification letter mailed to parent/guardian including: <ul style="list-style-type: none">• Support services offered• Potential consequences for continued absences	Notification letter mailed to parent/guardian including: <ul style="list-style-type: none">• Support services offered• Potential consequences for continued absences	Determination Letter to parent/guardian via certified mail, including: <ul style="list-style-type: none">• Support services offered• Specific consequences• Provides evidence of areas not met in Attendance Plan
	Copy of notification letter sent to the Lamoille Valley Truancy Project	Copy of notification letter sent to the Lamoille Valley Truancy Project	Determination Letter copied to LCTP and Superintendent
		JES may hold Attendance Meeting with family and/or Lamoille Valley Truancy Project	Determination Letter is forwarded to Division of Child and Family Services and Vermont State Attorney Office
		Attendance Plan is developed and implemented	

Attendance Meeting: When a student accrues fifteen days of absences, we may hold a meeting with the student, parent, and Lamoille Valley Truancy Project case manager. At that meeting, we will discuss reasons for the student absence and develop a plan to improve attendance going forward. Below is a list of reasons for student absence that may be considered excused during this meeting. Some of these reasons may require documentation to verify their legitimacy:

- Illness - absences that exceed 10 days per year must be documented by a medical professional
- Religious observance
- Appointments with professional health care providers
- Legal activities such as court appearance
- Pre-planned family commitments and activities, which have obtained prior approval

Perfect Attendance: To be eligible for perfect attendance certificates student must be present at school every school day from 7:50am-2:15pm.

Bus Service

Lamoille Valley Transportation provides bus services for JES students. Bus routes and times are included on the green form in the back of the handbook. Buses are scheduled to arrive at school by 7:30am. All children should be ready and waiting outside for the bus except in severe weather. Bus drivers are not required to wait for children not visible from the bus stop.

Mid-day four-year-old Pre-K dismissal is at 10:45am. Parents must meet this mid-day bus or be visible to the driver at drop off; otherwise, the student will be brought back to school, and parents will be responsible for picking up the student at school. Parents picking up will need to be at the south porch by the playground area by 10:45am.

Regular dismissal is at 2:40pm and the buses usually leave the school grounds by 2:45-2:50pm. Once buses leave the school, students may not be taken off a bus except at their designated stop. Regulations prohibit removing students from a bus while in route.

All buses that service JES students are equipped with video camera to ensure student safety. Bus behavioral expectations are included in the student management section of this handbook.

All bus pick up and drop off times are approximate as a variety of factors can affect bus route speeds. Please have students ready for buses at least five minutes prior to the scheduled time.

Classroom Parties

Students participate in Harvest, Winter Holiday, Friendship Day and other types of parties prepared by school staff. Any parent who does not wish for their youngster to attend any of these festivities needs to make a written request to the Principal. Another supervised arrangement will be provided in an alternate location.

Birthday treats are permitted for all students. Treats are always to include at least one per person in the student's homeroom. Treats brought to school for birthdays must be planned in advance with the classroom teacher. Some classrooms may have restrictions on certain food products based on student allergies.

School Visits and Observation

Parents are encouraged and welcome to visit the school. We try to balance making our school accessible to parents, ensuring the safety of all students, and maintaining a learning environment free of disruption. Please help us by observing these few procedures.

- Arrange your visit by calling your child's teacher directly.
- All visits must be scheduled in advance in order to avoid conflicts with testing schedules, consultations by service providers, field trips, etc.
- When you visit, please remember that teachers are expected to supervise and teach children in their care and cannot meet with parents at this time. Ask the teacher to set up a phone or personal conference if you have any questions or issues to discuss.
- Younger children and siblings are not permitted during classroom visits, recess, or observances when regular classes are in session (this does not apply to parties or by invitation on special days).
- All visitors and/or volunteers must report to the office, sign in, and get a name tag before going to any classroom.

Damage or Loss of School Property

Students are expected to take care of all school property. Restitution may be required for property that is lost or damaged beyond expected wear. This includes, but is not limited to computing devices (Chromebooks, iPads, etc.), furniture, library books, rulers, pencils, school supplies, and textbooks.

Dress Guidelines

JES strives to maintain a school climate that effectively fosters learning, safety, a sense of community, and respect for self and others. At school, a student's appearance should meet the standard of adequate hygiene, safety, and lack of distraction. It is strongly advised that all student belongings be labeled with students' names.

In keeping with the alcohol and drug abuse policy, all clothing and accessories promoting or condoning alcohol use, drug use or violence, or which is considered obscene, are not allowed at school or at school functions. Student will be asked to remove or cover up the offensive clothing. Children may wear a variety of types of jewelry and accessories, as long as it remains on the body; at the point that it is removed from the body it may be considered a weapon or a toy and may be confiscated.

Parents and students should plan for proper outdoor and indoor wear during inclement and winter weather. If boots are worn, shoes or sneakers must be brought to school for classroom wear. Students need to wear sneakers for safety in physical education classes, or they may not be allowed to participate. Recess is not optional. Students are expected to go outside unless they are required to stay inside by a staff member.

Students are not allowed to wear hats in the building or during special events unless there are extenuating medical circumstances, or we have special event day where hats may be allowed.

Any clothing that is acceptable to wear on a normal school day is appropriate for school picture day. Hats are not allowed for the school photo that we use for identifying students.

Electronic Devices

In recent years, there has been an increase in students bringing portable electronic devices such as iPods, cell phones, and gaming units to school. These valuable items are easily misplaced or stolen. Further, they can cause a significant distraction to the learning environment. Please encourage your child to keep these items at home. If brought to school, these items cannot be used during the school day. Staff are allowed to confiscate these items, and parents may need to pick up the device from the school office. **JES is not responsible for loss or damage that may occur to these devices.**

Emergency School Closing: We try to operate the school on every scheduled in-session day. Decisions regarding an emergency school cancellation, delayed opening, or early closing are made by the Superintendent based on weather reports, road conditions, and/or other pertinent information such as the condition of the school facility.

JES uses the School Messenger automated notification system, which will call the phone numbers you listed on your child's Information Form in any of these events. The system can also send you text messages if we have your permission to do so. **Please keep the school updated if your phone number changes during the year.**

Parents can also get information about school closings on local radio and TV stations. Any change in the regular operating schedule will be announced on the following radio stations: WDEV (550 AM), WLVB (93.9 FM), and WCAX (Channel 3) TV Station.

In the event that school has to close early the office will contact you. Please do not try to call the school as we need the phone lines open to call out. It is essential that parents provide at least 2 emergency contact phone numbers. We must be able to reach you or your emergency contacts quickly, as students are held at school until we reach someone, which delays the departure of our staff during unsafe conditions.

Delayed Opening:

- Ms. Breisach's morning pre-school program will be cancelled
- Ms. Sargent's pre-school class will still meet
- Breakfast will not be offered
- Snack will be offered

School Closing Early: All children should be given instructions by their parents for emergency school closings. They should be given names, addresses and phone numbers of neighbors, relatives, or other "safe houses" where they can go if the need arises. This information should be filed with the school office. No child will leave JES until we have made contact with a parent or emergency contact. Please do not allow your child to go home to an empty house. We urge each parent to carefully establish a plan in the event of an emergency school closing.

Enrolling Your Child At JES

To enroll at Johnson Elementary School, Pre-K students must be at least three years old on or before September 1st. Kindergarten students must be five years old and first grade students six years old on or before September 1st. (See Board Policy for full details.) Parents must present a birth certificate and an immunization record at registration. Johnson Elementary School complies with Vermont State law regarding the immunizations of students. Immunizations will be required of all students, Pre-K through 6, unless exempted for medical or religious reasons. To be prepared to properly welcome your child to our school community, we may need up to 24 hours from the time we receive registration paperwork before admitting your student.

Proof of Residency: To be eligible to attend Johnson Elementary School, one of a child's parents or legal guardians must reside in the town of Johnson. Families are required to complete a form to verify residence in the town of Johnson.

Extracurricular After School Activities

Students must have a signed permission slip to stay after school for any activities. Without a signed slip from the parent/guardian, school personnel will have students follow their regular dismissal plan.

Facility Use

The Facility Use Policy is available in the office and on our website, along with application forms, rules and fee information. Applications for facility use should be submitted well in advance of the proposed use, as there is heavy demand for the available space.

Food Service

Meals: Johnson Elementary School contracts with the Abbey Group to serve our students meals. Menus are published monthly and sent home with those students who request them. Menus are posted on the school website. Parents are welcome to eat lunch with their students any time. Adult breakfast costs \$2.00 and Adult lunch costs \$3.75. Scheduled lunch times are as follows:

Team	Lunch Time	Recess Time
Pre-School Sargent	11:00-11:30	
Pre-School Breisach	11:30-12:00	
Kindergarten*	11:15 - 11:45	10:45 - 11:15
Detectives	11:45 - 12:15	11:15 – 11:45
Explorers	12:15 - 12:45	12:45 – 1:15
Green Mountaineers	12:45 - 1:15	12:15 – 12:45

Breakfast: Breakfast will be served in the classroom. When students arrive at school they should report directly to their homeroom class. Breakfast will be available from 7:30am-8:00am Monday and 7:30am to 8:15am Tuesday-Friday. Students arriving at school after 8:15am will not be served breakfast.

Snack: JES has received a grant to provide free fresh fruit and vegetables to all students for their mid-morning snack. Students on all teams may bring food from home for snack or enjoy the free fresh fruit and vegetables. Children will be able to purchase white milk or juice during snack time. Snack drink punch cards are sold for \$10.00 (20 drinks per card). The cards are kept in classrooms and punched each day the student has a snack drink. When a card is nearly used up, a reminder is sent home. Snack beverages should be paid in advance. Please send money at the beginning of the week to simplify the process for both students and the office.

Free Meals for all JES Students: Johnson Elementary School participates in the National School Lunch Program and the Federal Community Eligibility Provision, where Johnson Elementary School students will be provided breakfast and lunch for free! This exciting program ensures that every student will be able to receive two meals per day at school without having to pay, regardless of family income.

Even though every JES student will receive free meals this year, we are still asking parents to fill out the Household Income Form on the Free Lunch Application. Most of the grant money coming into our schools is dependent on our percentage of Free & Reduced Meal eligible students. The more students we have eligible; the more grant money we are qualified to receive. Therefore, it is important that we still have applications on file from every family.

Applications are included in your forms packet at the end of this handbook. All personal income information is held in the strictest confidence. All parts of the application must be completed; however, if you receive a notice that your child is “pre-approved” for free meals at school, you do not need to send in an application. If you have questions about eligibility for free and reduced lunch, please call the office. Please note that snack milk and juice are not included in the federal meals program, and must be purchased at the regular price. The Household Income Form is also available on-line at www.LNSU.org and can be returned to JES or the LNSU office.

Health Services

The School Nurse is available on all school days. Children who are ill should report to the classroom teacher and may be sent to the health office for assistance. Students who are determined too ill to remain in school will be sent home. It is important that there is a current emergency contact to call when parents cannot be reached. It is important that parents whose children have disabilities or medical problems inform the school.

Medical Screenings: We follow the guidelines from the Agency of Education and Vermont Department of Health regarding annual vision and hearing screenings for students. Parents wishing to opt their children out of hearing tests should contact the health office.

Mental Health Screenings: To ensure a safe environment, schools may obtain a mental health screening for any student who expresses, orally or in writing, intent to harm themselves or others. The following procedures will be followed when authorized school personnel determine that a crisis screening is necessary:

1. Notify parents or guardians of the student's expressed intent to cause harm.
2. Notify and seek advice and assistance from appropriate medical, mental health and/or law enforcement personnel.
3. Assign personnel to supervise/monitor the student until such time as appropriate medical, mental health and/or law enforcement personnel are available to assist the student and maintain safety.
4. Physically restrain a child only when the child's behavior presents an immediate danger to him/herself, school personnel or other students.

Head Lice Add Bed Bug Protocol from LNSU

To prevent lice from spreading, school policy is to limit contact with peers when a student is found with untreated nits or lice. Any student identified by the school nurse (or qualified designee) as having lice will be separated from their peers. The student's parent or guardian will be contacted immediately to make arrangements to have the child picked up at the end of the school day. Any student identified by the school nurse (or qualified designee) as having untreated nits shall be discouraged from close contact with others, but be allowed to remain in school. The student's parent/guardian will be contacted immediately to make arrangements for the student to come home at the end of the school day. The student will not be allowed to ride the school bus. Students will be readmitted to school after the first treatment with a written or verbal confirmation from the parent or guardian that the initial treatment has been completed. When returning to school, students should not ride the bus in the morning and must report to the nurse for a head check. In line with VT Department of Health recommendations, students will not be excluded from school on the sole grounds that nits may be present despite appropriate treatment.

What to look for: Persistent itching of the head and back of the neck. Look for infected scratch marks or a rash on the scalp and nits (eggs) attached to individual hairs. Nits are white, rounded ovals, about the size of a pinhead or smaller. If you are unsure, ask the school nurse to check your child's head.

Treatment: Shampoo the head with a shampoo or conditioner made especially for this purpose. Follow the directions carefully. Remove nits by combing with a special nit comb, once or twice a day. Usually, a second treatment is advised. Combing must be done for at least 12 days.

Medications: Prescription and over the counter medications will be given in school only with written permission from the parent/guardian and with the original pharmacy packaging and original label. Some examples of medications that can be given with parent permission are Tylenol, cold/allergy, and motion sickness medications. Tylenol is available in the nurse's office.

All medication (prescription and non-prescription) must come to school in its original container, pharmacy bottle or labeled as follows from the prescribing physician: child's name, doctor's name, medication name and instructions for administering. If you are filling a prescription, ask the pharmacist for two bottles so that one can come to school with the student. Except as provided for below, all medication, including over-the-counter medications like Tylenol or aspirin, should be kept in the health office.

Possession and Self-Administration of Emergency Medication: VT law 16 V.S.A. § 1387, allows students with life-threatening allergies or with asthma to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related program under the following conditions: In each school year for which possession and self-administration of emergency medication is requested, the student's parent or guardian shall provide the school with:

1. Written authorization, on a form to be provided by the school, for the student to possess and self-administer emergency medication.
2. Written documentation from the student's physician:
 - a. Stating that the student has one or more life-threatening allergies or asthma or both.
 - b. Providing the name of the emergency medication, the dosage, and the times and circumstances under which the medication is to be taken.
 - c. Affirming that the student:
 - i. Is capable of, and has been instructed by the physician in, the proper method of self-administration of the emergency medication.
 - ii. Has been advised of possible side-effects of the medication.
 - iii. Has been informed of when and how to access emergency services.
3. The student's parent or guardian shall develop, in consultation with the school nurse, a plan of action regarding responding to the student's life-threatening allergy or allergies or asthma. The plan of action shall be based upon the written documentation provided by the student's physician and shall include the name of each emergency medication, the dosage, and the times and circumstances under which the medication is to be taken. The written plan shall prominently state that the medication is solely for the use of the student covered by the plan. The parties developing the plan of action shall determine both to whom the plan, or notification of the plan, shall be given and the person or persons responsible for distribution or notification. The plan may include a requirement that the student notify a school employee after self-administering emergency medication. The written plan shall become part of the student's health records maintained by the school.
4. The student's parent or guardian shall sign a statement on a form to be provided by the school, releasing the school and its employees and agents, including volunteers, from liability as a result of any injury arising from the student's self-administration of the emergency medication, except when the conduct of the school, school employee, or agent would constitute gross negligence, recklessness, or intentional misconduct.

No child should be sent to school with any of the following conditions:

- Elevated temperature, greater than 100°
- Sore throat or earache.
- Sick or aching stomach.
- Any kind of rash.
- Head lice.
- Fever, vomiting, or diarrhea within the last 24 hours.
- Chicken Pox, Strep Throat, Pink Eye or other contagious conditions.

Also, any child exhibiting symptoms of fever, vomiting, or diarrhea must be free of these symptoms for a minimum of 24 hours before returning to school. An ill child going home from school must be signed out and accompanied by an adult and excused by an authorized staff member.

Invitations to Private Parties

When you plan a private party, we ask that you mail/call invitations to those children who you wish to invite. You may request a list of classmates' phone numbers and addresses by contacting the school office at least one week prior to needing the list. If you need to send invitations in with your child, you must send in an invitation for every student in your child's class to prevent hurt feelings of students feeling left out. If a party will begin after school, please plan for the transportation of all invited guests. There is not enough seating on the buses to accommodate party guests.

Lost and Found

Please label all of your child's belongings. All articles that are not claimed are put in the lost and found bin located across from the Art room on the lower level, next to Room 110. Students should report losses to homeroom teachers immediately. The school cannot assume responsibility for personal items. Lost and found articles not claimed by the end of each trimester will be donated to a local charity. Please only remove items from the lost and found that belong to your child.

Mandated Reporting of Suspected Abuse or Neglect

School personnel who have "reasonable cause to believe that any child has been abused or neglected" are required by law to make a report to the Vermont Department of Children and Families. Failure of school personnel to file such a report can result in prosecution and fines, as well as loss of license.

Personal Property

In general, students should not bring valuable personal property to school. Toys, trading cards, and the like are not allowed at school and should be left at home. Electronic devices including cell phones should not be used during the school day. The school is not responsible for lost, broken or stolen items. Staff may confiscate these items, and parents may need to pick up the item from the school office. There is no trading or giving of personal property. School staff will not be responsible for investigating reports of lost or stolen personal items.

Phone Use

Students may only use school phones with the permission of and under the supervision of school staff. School phone use will normally be allowed only for emergencies.

Restrooms

Each classroom, Pre-K through 2, has its own rest room. Rest rooms are available in the hallway for students in grades 3 through 6. Students are encouraged to use the rest rooms first thing in the morning and at recess/lunch, except in emergencies. Students in grades 3-6 must use classroom-based sign out systems when using the restroom.

Videotaping & Photographing of Students by School Staff For safety, security and academic reasons, video and still cameras may be used in school, on school buses, and at school functions at various times. Normally, videos and photographs will not be made public, particularly when they involve individual students. However, they may be used by administration in the management of the school. Also, videos or photographs of events, such as school informances, assemblies, celebrations of learning, field day, carnival, etc. may be published on our website, Jag Journal, and our school social media pages. Questions about videos and photographs should be directed to the Principal.

Emergency Protocols

In this section, we list important information about our procedures designed to keep students safe while at JES. Our staff spends a significant amount of time and energy preparing for a variety of situations. During any emergency, we will use the automated phone call system and our school Facebook pages as our means of communicating information to parents and community members.

Crisis Response Team

The school's crisis response team is a group of trained staff that responds to and supports students through a behavior crisis in a way that preserves the safety and dignity of all involved. JES' crisis response team consists of the Principal, Administrative Assistant, Nurse, School Counselor, Student Support Center Supervisors, a Teacher, and a Special Educator. The crisis team responds to all manner of concerns in our building and community. The team follows specific, detailed protocols. Team members are trained and engage in ongoing practice in use of effective, appropriate techniques and strategies in behavior management, verbal de-escalation, and supportive physical intervention. Protocols also cover circumstances in which the team will make referrals to the department of children and families and law enforcement agencies.

See Something, Say Something

One of the most important things we can do to keep JES students and staff safe is to create and maintain a culture where people report concerning things to proper authorities. Students should be encouraged to tell teachers if they suspect someone might harm themselves or others. Staff should tell crisis team members if they hear about or suspect that someone might harm themselves or others. In many cases of school violence, someone other than the perpetrator knew of the possibility of violence in advance. Our goal is to have a school community where people with that knowledge share it so the violence can be prevented. Our best resource to sustain this type of "see something, say something" culture is the open and trusting relationships JES staff build with students, parents, and community members every day.

Options Based Approach

The main objective of our school safety plan is to empower all JES staff members to use an options based approach to handling potentially dangerous situations. Staff need to use all of the information they have at their disposal to make the best possible decision for each unique situation. To that effect, all staff have been trained in the ALICE (Alert Lockdown Inform Counter and Evacuate) protocol. This protocol teaches staff to be flexible in how they think about crises so that they can lockdown in their location (hide), try and escape out of the building (run), or counter (fight) against the intruder depending on the circumstances.

Active Intruder (Threat at JES)

When “Active Intruder” is announced through the intercom and radio, it means that there is an active threat on our campus. The announcer will provide as much specific information as possible such as the description of the perpetrator and the location within the building.

Staff Should:

1. Determine which ALICE strategy is most appropriate based on the information they have from the announcement, their current location, and their own senses (what they can see and hear or even smell going on nearby).
2. Be aware that the strategy the staff member chooses may need to change as new information becomes available. For example, staff may initially choose to lock down and hide in the classroom but then evacuate when an opportunity presents itself to run. Or a classroom that has locked down may be forced to fight if the perpetrator enters the classroom space.

Lockdown (Hide):

- Close/Lock classroom door (all doors should be in the locked position at all times)
- Close Blinds and turn off lights if doing so does not expose you to danger
- Move students away from doors and windows to safest place within classroom
- Don’t hide in groups— spread out along walls or hide separately to make it more difficult for the shooter.
- Keep students calm and quiet
- Silence your electronic devices and make sure they won’t vibrate.
- Take attendance silently so you are prepared to account for all of your students
- Unless you have determined that you need to change to a different ALICE Strategy, stay in lockdown until you receive all clear from the Police, Fire, or Administration
- Students in the halls should go to the nearest room supervised by an adult
- If all doors are locked, students should hide in the nearest bathroom stall with their feet off the floor

Evacuate (Run):

- Getting away from the shooter or shooters is the top priority
- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible.
- If safe to do so, warn others nearby.
- Call 911 when you are safe.

Counter (Fight):

- Your last resort when you are in immediate danger is to defend yourself.
- Commit to your actions and act aggressively to stop the shooter.
- Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.

Lock Out (Possible Threat Coming to JES)

When there is a threat that could possibly come to JES or occur near our campus, we will use Lock Out procedures. A lockout situation can become a lockdown situation quickly if the perpetrator comes to JES, so it is important that we implement the following procedures if “Lock Out” is announced on the PA system, called over the portable radios, or told to staff from a member of the crisis team:

Procedures:

- If staff are outside of the building, move students back inside to classrooms
- Take attendance to account for all students
- Continue learning activities as normal, except that all students need to be supervised at all times.
- Therefore, call the office to have an escort for any student who needs to use the bathroom, nurse, student support center, etc.
- Classes can still move about the building per normal procedures

Fire Drill / Evacuation Procedures

- Evacuation Routes are posted near each classroom door.
- During evacuation drills, all students will exit the building with the staff member they are with at that time. These students will stay with that teacher, who will notify the office if anyone who is supposed to be with them is missing.
- Students who are in the bathrooms should leave by the nearest exit and report to the nearest adult, who will keep the student and report to the staff member taking attendance.
- Most interior doors will shut automatically once the alarm is triggered. If not, the door should be shut as staff are exiting their space.
- The fire alarm system will be used for all types of evacuations.
- Every person will evacuate the building and will not return until instructed to do so by the Principal or his designee.
- Students leave the building in classrooms and form lines on the hill near McClelland Hall at Northern Vermont University or on the playground near the South Porch.
- Staff will remain with their students at all times.
- Staff will have an emergency kit with them outside

Reunification Procedures

If we need to evacuate JES and are unable to return, we will take all of our students to the SHAPE facility at Northern Vermont University. We will use the following process for reunifying parents and students. This process is recommended by the Vermont School Safety Center and comes from I love U Guys.

- Establish a parent check-in location.
- The main gymnasium at the SHAPE Facility
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- The second gymnasium at the SHAPE facility. Once students are on site, notify parents of location.
- “Greeters” in the main lobby direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards. Could be index cards with:
 - name of adult
 - name of student
 - grade of student
- The “Reunifier” recovers student from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

Organization and Curriculum

Team Structure

Johnson Elementary School students are divided into four multi-age groups called base teams:

Sparkles Team: Pre-School and Kindergarten

Detectives Team: 1st & 2nd grade students

Green Mountaineers Team: 3rd & 4th grade students

Explorers Team: 5th & 6th grade students

The Sparkles team will operate with three pre-school sessions and two self-contained kindergarten classes. There will be three year olds and four years olds in our pre-school program this year.

The Detectives team will have two self-contained first grade classrooms and two self-contained second grade classrooms.

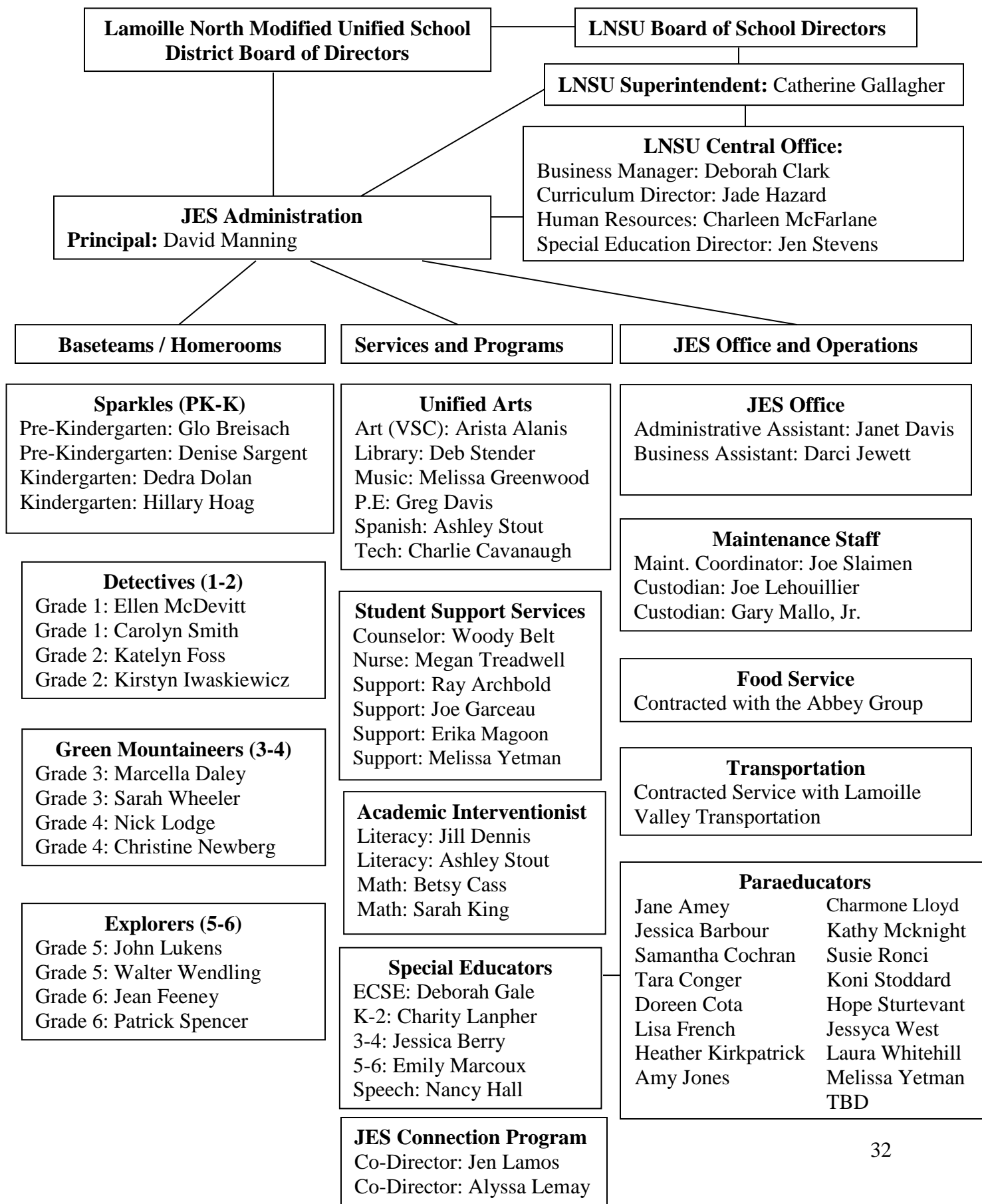
The Green Mountaineer team will operate with two self-contained third grade classrooms and two self-contained fourth grade classrooms. Third and fourth graders will have one teacher for all of their academic subjects.

The Explorer team will operate two Fifth grade self –contained classrooms. Sixth grade will operate with two sixth grade home rooms and flexibly grouped math and science classes.

JES Curriculum

Since the beginning of the 2009-2010 school year, JES teachers have been collaborating with teachers from each school in the Lamoille North Supervisory Union to create a consistent curriculum across schools, using the Common Core Standards. The Common Core Standards are a national set of guidelines for what students should learn each year. The Common Core standards can be found here: <http://www.corestandards.org/>

Organizational Chart



JES Academic and Co-Curricular Programs

Art: Johnson Elementary School students are fortunate to receive art instruction one hour per week from the Vermont Studio Center (VSC). This collaborative program allows us to offer our students a high caliber of instruction from teachers and professional artists from around the nation and world. Through the use of a wide variety of media, such as drawing, painting, printing, sculpture, ceramics, and crafts, students learn to express themselves in a creative and individual way. Projects are designed to help to develop problem-solving skills, decision-making skills, verbal skills, fine and gross motor skills, and eye-hand coordination. We are particularly enthusiastic about the VSC commitment to bringing a multi-cultural focus into the art program. In recent years, Johnson Elementary school students experienced the privilege of working with and learning from artists from Canada, Cuba, England, Greece, Indonesia, Japan, Korea, the Philippines, and Thailand. Further, American artists from Boston, California, Connecticut, Maine, New York City, New Jersey, and Texas have helped students explore the arts. In addition to the wonderful talents these artists share, our children greatly benefit from interacting with such diverse peoples and learning about their culture through art.

Computer Technology: Students will have access to computing devices under the supervision of their teachers with support from the technology coordinator. We focus on familiarizing students with computer use, vocabulary, and proper care and maintenance. Technology is integrated into the curriculum as a tool for learning and assessment. Upgrading computer technology at JES is a continuing mission.

Enrichment: We offer a math based engineering and technology enrichment program for students in grades K-6. The enrichment teacher works with classroom teachers to select students who can leave math class and participate in this work. Students have multiple opportunities per year to move into or out of the enrichment program based on their math skills on each unit.

Field Trips: As an extension of our curriculum, students participate in a variety of field trips. These trips are planned for specific educational purposes and are considered an integral part of the school program. Classroom instruction includes both preparations for and follow-up to each trip. By signing the blanket permission included on each student's Annual Information Sheet, you will allow your child to participate in any class field trips that occur this year. Parents will be notified in advance of each field trip. Field trips are funded by a combination of general funds, fund-raising, and parent donations. All Johnson Elementary School rules and policies apply on all field trips, for both students and adults. Parents are encouraged to become involved with field trips. **Younger children and/or siblings are not allowed to accompany parent chaperones.** Students need to ride the school bus to and from all field trips. All students are expected to attend field trips with their class unless there are extenuating circumstances, which should be brought to the principal's attention.

Field Trip Chaperone Agreement: If you are interested in chaperoning a field trip or other special school event, be sure to complete and send in the Chaperone Agreement form. This document is included in the Forms Packet your child brings home on the first day of school, or request the form from the school office. You can also find it on our web site in the School Documents section. The Chaperone Agreement must be returned to school at least three weeks prior to the first date on which you wish to chaperone.

Health Education: The School Nurse delivers an age-appropriate health education curriculum, focusing on basic lessons in safety and healthy living, including topics such as fitness, nutrition, hygiene, and anatomy.

Intervention: For students who are struggling to master key math and literacy skills and concepts, we have licensed teachers who provide extra support. Interventionists meet with students individually or in small groups for a specified period of time to address targeted skills. Interventionists work with teachers to identify the best time for students to receive these services.

JES Connections: JES operates a licensed, for-fee, after-school childcare center, JES Connections, for parents who want or need “full-service” child care up to 5:30 pm for their children in grades K to 6. JES Connections accepts state childcare subsidy payments.

JES Connections Enrichment (REACH): Students in grades K through 6 have the opportunity to stay after school for extended learning opportunities on Tuesdays through Thursdays. Enrichment offerings include drama, art, literature, music, technology, and more. Although this program is partially subsidized by grants and other school funds, there is a fee of \$5.00 per day, with scholarships available based on income criteria similar to the Free/Reduced Lunch Program. Questions may be directed to Jen Lamos Brusetti or Alyssa Machia Lemay, JES Connections Co-Directors.

Library: The focus of our weekly library class is on library skills, research skills (including computer-based research, using a computer lab in the library), and love of literature. Students may also check out books during this time. Students may take out one or two books at a time. Checked out books must be returned before new books may be taken. We reserve the right to take appropriate action, including not mailing home reports cards if materials are not returned or paid for.

Music: General Music Classes are scheduled twice a week for each homeroom for grades K-6. Students learn about and experience music in a variety of ways including movement, playing of instruments, games, and technology. It is our philosophy that Music is a performance based subject and each grade will have 1 concert per year that is mandatory. Students’ grades will be affected if there is not a pre-approved absence. All absences must be pre-approved by the appropriate administrative individual. Approved absences are illness, death of a family member, etc.

If a student misses the concert, their grade will be lowered on the "Performing" section of the Report Card.

Our annual performances are called "Informances". Informances are a chance for the students to share the variety of ways that they learn about music.

Band: Instrumental Music is offered to all students in grades 4 through 6. Our regular Music Educator teaches instrumental lessons. We schedule lessons/Full Band Rehearsals at 7:30am-8:00am, 12:15pm-12:45pm, and 12:45pm to 1:15pm daily. Please refer to the Band Handbook for specific policies and procedures.

Physical Education: All students have two thirty-minute periods of physical education per week. Emphasis is placed on movement exploration with the intent of developing eye-hand coordination, balance, rhythm and fitness. In the upper grades, more sport-specific lead-up skills are practiced along with group initiatives and problem solving activities. Basic principles of fitness are explored and student fitness levels are assessed on an ongoing basis. P.E. grades are based largely on effort and sportsmanship. We look forward to helping our students begin to develop a healthy active lifestyle. Students are required to wear sneakers during all indoor physical education classes, as serious injury may result from wearing street shoes on our wooden gym floor. Students without sneakers will not be allowed to participate in physical education classes.

School Counseling: The elementary school counseling program is student centered, focusing on promoting the social, emotional, academic, and career development success of all students. The school counselor uses individual, small group and a classroom settings to work with students. Classroom lessons and some small groups lessons are taught with the classroom teacher or special educator. Students have access to the school counselor for individual and small groups through referrals by parents/guardians, teachers or other school staff, and by the student. The school counseling program can help support students and families in crisis through working cooperatively with state, local, agencies and organization.

Spanish: Students in grades K-6 receive thirty minutes per week of Spanish instruction. Our program exposes students to a range of topics including Spanish language, culture, and food.

Special Education: Special education is custom-designed instruction for students who have been identified as eligible and in need, based on criteria determined by the state of Vermont and/or the federal government. It includes individualized school programs, direct services in the basic skill areas of oral expression, listening comprehension, basic reading, reading comprehension, reading fluency, math computation, math reasoning, and written expression. In order to provide access to special education and/or related services, transportation may be provided.

Children receive services individually or in small groups in their regular classrooms and/or in alternative spaces. They may also receive services indirectly through programs run by teachers and/or assistants. All programs are under the direction of a special educator, or speech-language pathologist. If you feel your child needs the services of any of our special education program or if you have questions concerning these, please call your child's teacher, who will begin the process to address your concerns.

Speech and Language Services: Identified students are screened for speech, language and voice difficulties. A speech problem is an articulation problem, which is the inability to correctly produce the sounds of our language and sometimes the inability to hear the differences between those sounds. A language problem can either be a deficit in understanding the messages spoken by others or an inability to put an idea into a correct message to speak to others. A voice-problem can mean a problem in intensity (too loud or soft), pitch (too high or low), or quality (too hoarse, breathy, etc.) Children who appear in need in any of these areas are either re-screened at a later date or are recommended for further evaluation. If you suspect that your child has a speech-language problem and he/she is experiencing difficulty acquiring basic skills, contact your child's teacher.

Report Cards, Conferences & Assessments

We use a standards-based report card to inform parents and guardians of a student's progress and proficiency toward meeting the Common Core State Standards. The report card also features a section that provides information about a student's level of transferable skills that are important for life-long learning. More information about these transferable skills can be found at www.habitsofmind.org or www.habitsofmindinstitute.org. In our trimester system, report cards are sent home three times a year. Progress Reports will be sent home on the following dates:

- September 28, 2018
- October 26, 2018
- December 21, 2018
- January 25, 2019
- February 15, 2019
- March 29, 2019
- April 26, 2019
- May 31, 2019

Parents and guardians may also get information from parent/teacher conferences, teacher comments/communications, open house, assessment data, etc. **Parent conferences will be scheduled at our Open House on October 3, 2018.** If you are unable to attend the Open House, please call the office to schedule your conference. Please call your child's teacher and schedule a conference anytime you have a concern or need for more information!

JES has a comprehensive assessment (testing) plan that includes:

- The Smarter Balanced Assessment Consortium per Agency of Education guidelines
- Fountas and Pinnell Reading Assessment two times per year for students in grades 1-6
- Math benchmark assessments

Some test results are mailed home; others may be reviewed at school as they become available. Please do not hesitate to ask questions about test results.

Homework: Homework may be given as an extension of the day's work to strengthen weaknesses and reinforce skills learned. Homework helps the child assume responsibility, teaches self-discipline and helps form good study skills. Your child's teacher will communicate more details about specific homework expectations for his or her classroom.

ASK (Additional Support for Kids): During recess, students may receive additional support from school staff to meet academic and behavioral expectations.

Evaluation Procedures

Students are evaluated academically by measuring their proficiency against the Common Core State Standards. Scores are reflective of where students are expected to be at that point in the year. A Rubric with four score points will be used where:

- A score of 1 = Substantially below the standard
- A score of 2 = Nearly meets the standard
- A score of 3 = Meets the standard
- A score of 4 = Exceeds the standard

Personal development standards are now called "Transferable Skills for Lifelong Learning" with students receiving a score of "Consistent" or "Inconsistent".

Principal's Awards

Principal's Academic Achievement List

- Students in grades 4-6 may be recognized for academic achievement by meeting the following criteria:
 - Average report card score of 3.0 or higher in all academic standards assessed, including all assessed Unified Arts classes
 - A score of "Consistent" in all assessed Transferable Skills.

Principal's Lifelong Learner Award

- Students in grades 4-6 may be recognized as lifelong learners by receiving a score of "consistent" in a specified number of Transferable Skills which will increase over time:
 - 1st Trimester - 3 or more
 - 2nd Trimester - 4 or more
 - 3rd Trimester - 5

Class Placement, Retention, and Promotion

Class Placement: When assigning students to homerooms, we aim to create the best possible learning environment for all children. We believe that having a diverse mix of students in each room benefits all learners. We carefully consider many factors to determine the optimal class make up. Our goal is to balance our homerooms regarding the following student factors: grade level, gender, academic performance, personality type, and behavioral history in order to provide a happy, healthy learning environment for all students.

Sometimes, circumstances exist which create the need for a change to a child's homeroom placement. If you are interested in requesting a change, please address your concern in writing to the principal, who will then call you to discuss your request or arrange for a conference with your child's current teachers.

Retention: Students normally advance one grade level per school year. However, sometimes, students learn at different rates. In some cases it may be desirable to give a student more time to master core learning skills at a particular grade level. Through retention, we can give a student a second year to master important content that was not acquired. This allows a student who needs more time to develop and mature academically, socially and behaviorally.

Grade promotion: Occasionally, circumstances exist which require students to be promoted by one or more grade levels. The Principal is responsible for making this determination based on a full assessment of a student in both academic and social/emotional domains, and only after a thorough discussion with the parents.

Parents are informed by the end of the second trimester when their student is being considered for an extended placement ("retention") or promotion beyond the next grade. Parents will have the opportunity to meet and discuss recommendations with the school team making the decision. The Principal makes all final decisions. Appeals may be made according to Board policy. A child will not be granted an extended placement or promoted solely on the request of the parent/guardian, when the Principal has reason to believe that such a placement is not in the best interest of the child.

Student Behavior: Positive School Climate

Overview

Johnson Elementary School has embraced a school wide student behavior management system call Positive Behavior Intervention and Supports (PBiS). A committee of teachers, support staff, and administration have worked diligently with the Vermont Agency of Education to review the research that supports PBiS and create a customized plan for JES.

We have implemented PBiS to create a positive school environment that promotes responsibility, respect, and safety. We plan to facilitate the continuous improvement of our student behavioral and academic support systems with the goal of incorporating more positive supports, recognitions, and incentives for students. We use data-based decision making to maximize the educational opportunities for all students.

We have established three school-wide expectations for our students' behavior:

RESPONSIBILITY

RESPECT

SAFETY

For each of our three school-wide expectations, we have created charts that show ways in which students can demonstrate behaviors that are responsible, respectful, and safe.

Expectations for Student Behavior

The following table shows examples of how JES students can meet the expectations of **Responsibility, Respect, and Safety** across common school settings. Students will work together with their teachers in the month of September to establish the expected behavior for the classroom settings. In this way, students will have a voice in creating a positive, safe learning environment at JES.

Expectations	All Settings	Bus	Cafeteria	Hallway / Stairwell	Playground	Bathroom	Assembly
<u>Responsibility</u>	1. I give my best effort in all settings 2. I take ownership for my actions and tell the truth	1. I am in charge of my things	1. I keep all areas clean 2. When directed after my meal, I put all items proper places 3. My food is for eating 4. I check all food and drink out at the Abbey Staff 5. I follow guideline specific to my team	1. I stay with my group in a single file line 2. I use the right side of the hallway or stairwell 3. I go directly to my destination	1. I dress appropriately for the environment 2. I return all equipment to its home	1. I follow class sign out/in procedures 2. I return from the bathroom as soon as I finished 3. I only use the bathroom when necessary	1. I stay seated with my assigned group / class
<u>Respect</u>	1. I give people an “I’m interested” message: <ul style="list-style-type: none"> Looking Eyes Listening Ears Quiet Mouths Still Bodies Raising hands Caring Hearts 2. I follow directions from all adults 3. I use appropriate and positive language 4. I use materials and property appropriately	1. I use a an appropriate partner voice level 2. I follow directions of the adult	1. I choose my own seat and stay in it 2. I allow others to select their own seat 3. I use a group voice level	1. I only touch my own belongings 2. I use an whisper voice level	1. I play fairly and honestly. 2. I include others and share	1. I leave the bathroom clean and in the same way I would like to find it	1. I focus on the speaker (s) with a silent voice and body when a speaker is presenting 2. I participate as directed
<u>Safety</u>	1. I keep my hands and feet to myself 2. I report problems to adults	1. I sit inside my seat facing forward at all times while the bus is in motion 2. I keep my body to myself 3. I keep the aisle clear	1. I sit with my bottom on my seat and my feet on the floor 2. I walk calmly in the cafeteria 3. I only leave the cafeteria with permission	1. I walk calmly 2. I walk on one stair at a time	1. I use playground equipment properly 2. I stay within assigned playground areas	1. I wash my hands using soap and water 2. I throw away paper towels properly 3. I use the facility properly: <ul style="list-style-type: none"> Flush Wash Turn off water Unlocked Stall 	1. I move around the gym in a calm manner

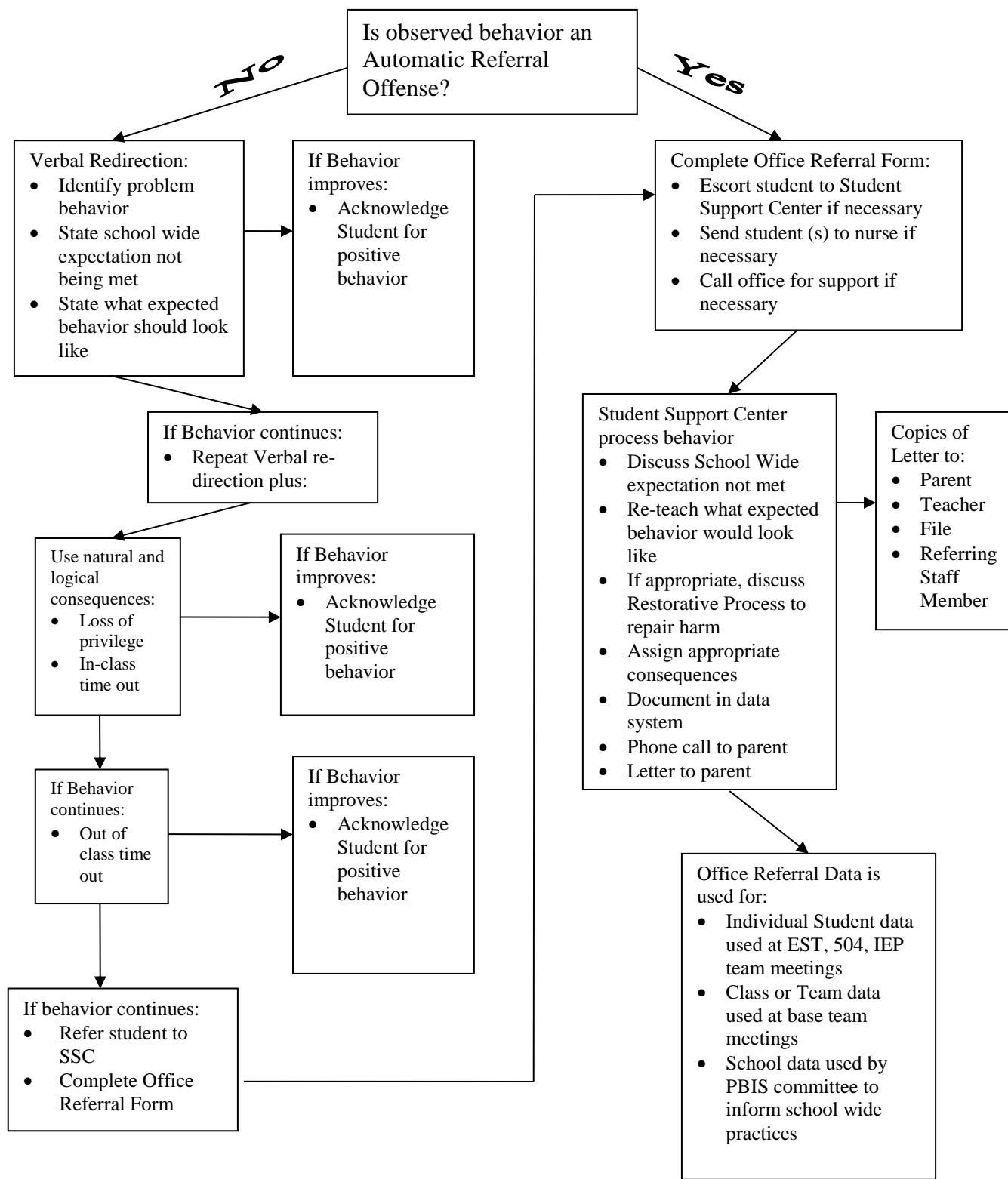
Recognition System

We believe that the best way to encourage students to meet our school-wide behavioral expectations is for us to “catch” students when they behave in positive ways. Therefore, we have created a multi-level system of acknowledging student behavior through a variety of means, including public recognition, prizes, and extra privileges. The following chart summarizes our student acknowledgement system:

Level	Recognition	Who	Frequency	Acknowledgement	Home Communication	Connection
Individual Student	Verbal Acknowledgement of positive behavior choice	Any adult in school	Daily, many times per day	Builds intrinsic motivation	None	None
	Recognition Token	Any adult in School	When positive behavior is observed in any setting – Could be multiple times per day	<ul style="list-style-type: none"> Added to classroom container Weekly homeroom drawing for recognition or privilege 	Form may be sent home daily or weekly	Contribution to school wide recognition Token count
Homeroom	Pre-printed Token Can be accumulated in any subject	Any adult in school	When class meets behavioral expectations (i.e.) <ul style="list-style-type: none"> Transition Work time 	<ul style="list-style-type: none"> Added to classroom container When they earn # of Tokens, class earns a privilege # of Tokens set by team 	Goals reached may be put on teacher website and/or classroom newsletter	Contribution to school wide recognition Token count
Team Level	Pre-printed Token	Any adult in school	When team meets behavioral expectations at lunch, recess, assemblies, dismissal time, etc.	<ul style="list-style-type: none"> Team tracking When team accumulates team determined Tokens, team earns privilege 	Goals reached may be put on teacher website and/or classroom newsletter	Contribution to school wide recognition Token count
School	Accumulation of Tokens from above three levels	N/A	Incremental incentives based on accumulation of Tokens	<ul style="list-style-type: none"> Increments marked Trimester Events 	When students have earned a celebration, it will be shared on the website and Facebook page	School Community Celebration

Responding to Students Not Meeting Behavioral Expectations

The chart below summarizes how we intend to respond to students who do not meet our school-wide behavioral expectations to be **Responsible, Respectful, and Safe**:



At any step in the process prior to an office referral, a teacher may choose to conference with a student in addition to the responses listed above.

Playground Safety Guidelines

When we moved to PBIS several years ago, we replaced the numerous playground rules with our playground expectations which can be found on page 39 of this School Handbook. However, we have decided that to ensure student safety and to reduce the likelihood of injuries to students, we need to list specific guidelines for how students should behave on the playground.

General Playground Rules:

1. Always use the equipment in a safe and proper manner.
2. The South Porch has been designated as a calm and quiet area.
3. Bike riding, skateboarding, and roller-blading are not allowed on the playground, basketball court, or sidewalks.
4. Tag and chase games may only be played on the ground, not on the play structures.
5. Do not jump off of any playground equipment.
6. Climbing of trees, picnic tables, benches and/or fences is not allowed.
7. Do not go into the bushes.
8. Only toys provided by the school are allowed on the playground.
9. No baseball bats are allowed on the playground.
10. Rocks belong in the drainage area next to the south porch, not on the south porch
11. Wood chips need to stay on ground in designated spaces
12. When the whistle is blown, line up with your class.
13. All play must be nonviolent.

Safety Guidelines Specific to Winter:

1. Do not throw and kick snow or ice
2. Children without boots will need to spend recess on the South Porch or the blacktop if there is snow on the ground
3. Children who are not wearing snow pants will not go sledding or roll around in the snow.
 - a. They may walk in the snow/use the equipment without wearing snow pants.

Sledding:

1. Sledding will take place on the hill facing School Street only.
2. No sledding will take place when the run is icy or grass is exposed.
3. Students will sit on their bottoms, on a school issued sled, facing forward
4. One child at a time on the sled for grades 3–6; two children per sled for grades PK – 2.
5. One sled per lane is allowed at a time.
6. An adult either at the top or the bottom of the hill will signal when the sleds may go.
7. Once down, slider must pick up the sled and return it to the top of the hill.
8. Most recent sled-user must return the sled to the storage bucket.

Equipment Safety Guidelines:

The Climbing Cube:

1. Stay on blue rope parts only
2. Do not shake the rope
3. Green Mountaineers / Explorers: Waist needs to stay below green top
4. Detectives / Sparkles: Entire body needs to stay below the green top
5. Sparkles: Only two students allowed in the cube at a time
6. Pre-School students are not allowed on cube

Monkey Bars Area:

1. Students are only allowed on if they can reach the structure by themselves
2. No sitting on the top of any of the hand holds
3. Lower Green bars
 - a. Sparkles and JES Connections - No walking on them
 - b. Grades 1-6: Okay to walk

The Structure:

1. Do not purposefully shake or bang the structure:
2. One person at a time on the slide
 - a. Slides are for going down only
 - b. Stay inside slide
 - c. Do not send any unaccompanied objects down the slide.
 - d. Clear the bottom of the slide immediately
3. Do not stand or climb on any railings
4. Use slide or climber to get off structure
5. Leave adequate space on all ladders
 - a. For Kindergarten: Central ladder one person at a time
 - b. Three points of contact on ladders/climbers
 - c. Pre-School only allowed on bottom level
6. Walk as you move around the structure
7. Do not swing from openings
8. Do not throw toys off structure or down slides

Swings:

1. Swing only front to back,
2. Only one person should be on a swing at a time.
3. Leave the woodchips in place underneath the swings
4. Keep a clear path around kids on swings
5. Adults can push kids but kids cannot push kids

Spinning Post:

1. Maximum of three kids at a time
2. Students must move under their own power
3. Spectators give enough space to avoid getting hit

Purples Roc N/ Cross:

1. No climbing on top
2. Maximum of three (2 on seats one crossing)
3. Sit on seats

Four Square Rules:

1. Only a soft rubber ball should be used
2. The object of the game is to become the server and stay in the servers square.
3. One person in each square,
4. The server bounces the ball once in her/his square then in one of the other squares.
5. Other players bounce the ball into other squares attempting to get other players out.
6. If the ball hits a line, the play is redone.

Kickball:

1. Pick two captains and the captains pick the teams.
2. If one team gets 3 outs, the teams switch.
3. If a fielder catches the ball, it is an out.
4. If the base runner dives to the ground to try to dodge the ball and it hits them in the head, they are out.
5. Captains kick first for their team.
6. To determine which team kicks first, captains will play one round of rock, paper, scissors. The winner's team kicks first.
7. If there is an overthrow, the runner can run 1 base.
8. If players have an argument, they settle it by rock, paper, scissors.
9. If a player has poor sportsmanship, they must leave the field and not return to play for the rest of that recess plus the next one.
10. If the ball hits the far fence, it is an automatic home run.
11. If the ball goes over the fence, it is an out.
12. If the ball is an interference, the kicker kicks again.
13. If the ball does not go past first or third, it is a foul.
14. No stealing

Definition of Key Terms

Automatic Office Referral (Major): When a student commits an aggressive, dangerous, or extremely disrespectful act, they can receive an automatic office referral. As part of our restorative practices work, we are thinking about who was harmed by a student's misbehavior. The Principal and SSC will determine the appropriate way for a student to repair the harm. We have categorized our major office referrals in terms of the following types of harm:

Physical Harm:

1. Leaving the school building/campus without permission
2. Physical Aggression toward another person
3. Throwing objects, including snow, rocks, paper, food, school supplies, etc.

Emotional Harm:

1. Bullying or Harassing behavior
2. Profane language or gestures
3. Verbal Aggression toward another person

Social Harm:

1. Excessive arguing, defiance, or disrespect
2. Stealing
3. Vandalizing school or other peoples' property

Behavior / Incentive Plan: A document created for an individual student that provides incentives for students to achieve specific behavioral objectives.

Bus Referral Form: When a student fails to meet one of the expected behaviors on a school bus, the driver will record the incident on a standard form and submit it to the school office.

Detention: For grades 5-6 only. When a student earns an office referral, they may be required to spend either their lunch or recess in the planning or intervention room. Detentions received on any given day of the week can be served that same day or at a later date as appropriate. Students in detention should remain quiet and complete school work to make the best use of this time. Detention supervisors may also read aloud to students as appropriate.

Internal Suspension: The removal of a student from the regular education classroom setting for part or all of the school day. The educational program of a student assigned to in-school detention shall be continued and students will be provided with an opportunity to complete academic assignments. In-school detention is not considered to be a suspension.

Office Referral: When a student has engaged in behavior that qualifies as an automatic office referral above, or a student has been through the steps in the behavior management system without improving her or his behavior, the student is issued an office referral and sent to the planning or intervention room.

Physical Intervention: Several staff members are certified in the use of Handle With Care, a program approved by the Vermont Agency of Education for the purposes of physically intervening to support students. Students will only be touched by staff members if their actions put them or others at imminent risk of harm, if they are damaging school property, or if their actions are making the school learning environment unsafe. When a physical intervention occurs, we are required to send notification to parents/guardians. Under some circumstances, we are required to report the use of physical intervention to the Superintendent of Schools.

Possible Bullying, Harassment, or Hazing: When a student engages in behavior that a staff member suspects might be bullying or harassment, the staff members record their concern in the appropriate section of the office referral form. This form is then sent to the planning or intervention room staff for investigation. **JES has designated two employees to receive reports of bullying and harassment. Joe Garceau and Erika Magoon.**

Student Support Center (SSC): SSC staff focus on teaching positive behavior expectations and supporting students to meet those expectations. Similar to our academic model, we use tiers to offer students varying levels of support as needed:

Tier 1: For most students: general processing of misbehavior, re-teaching positive behaviors, assigning appropriate consequences, and communicating with parents/caregivers

Tier 2: For identified students who need additional supports such as the student support center serving as their buddy room or scheduled break plans

Tier 3: For students who have been identified as needing significant supports through an individualized behavior plans which will outline incentives and consequences as appropriate.

Act One

In response to Act 1 (Vermont's Sexual Abuse Response System), all LNSU school have increased their efforts to ensure students, staff, and parents help keep our schools safe from sexual abuse and violence. Three primary requirements of school districts are: (1) provide instruction to students on how to recognize and prevent sexual abuse and sexual violence; (2) ensure adults employed in schools receive training on prevention, identification, and reporting of child sexual abuse and sexual violence; and (3) provide parents, guardians, and other interested persons the opportunity to receive information regarding the identification and reporting information on sexual abuse and sexual violence. Should you wish to receive additional information on sexual abuse and violence, please contact our school counselor, Woody Belt.

Bullying, Harassment, and Hazing Prevention Plan

The Johnson Elementary School recognizes that students should have a safe, orderly, civil, and positive learning environment. Bullying is a form of dangerous and disrespectful behavior that is not permitted and will not be tolerated at JES. Bullying means any overt act or combination of such acts directed against a student by another student or group of students, and which: occurs during the school day on school property, on a school bus, or at a school-sponsored activity; is intended to humiliate or intimidate the child; and is repeated over time. To address bullying, JES:

- Encourages students to report acts of bullying personally or anonymously to school staff or other responsible adults;
- Encourages parents or guardians of students to report of suspected bullying;
- Requires that school staff who witness acts of bullying or receive student or parent reports of bullying to promptly notify the Principal;
- Requires the Principal to promptly investigate all reports of possible bullying;
- Requires the school to notify the parent/guardian of a student who commits a verified act of bullying of the consequences of that act and consequences of further acts of bullying;
- To the extent permitted under privacy laws, requires that school staff notify the parent of a student who is a target of bullying of the action taken to prevent its reoccurrence.
- JES has designated two employees to receive reports of bullying and harassment. They are: **Joe Garceau and Erica Magoon.**

Voice Level



Voice Level



5

Outside



4

Speaker



3

Group



2

Partner



1

Whisper



0

Silent



School Song

There's a school on a hill where two rivers meet,
Lamoille to West, Gihon to the east,
There's a school on a hill called JES,
Johnson Elementary is the best.

There are four teams of kids at JES,
So cheer if you're here, Just say YES!
Sparkles.....YES
Detectives....YES
Green Mountaineers.....YES
Explorers.....YES

We are proud to be part of JES,
To our school and our town, we give our best
We work hard, play fair, do what is right,
Johnson Elementary, Blue and White
JES, Out of sight!

Select Federal/State Laws and School District Policies

The Lamoille North Modified Unified Union School Board has adopted a set of policies containing standards and procedures for the operation of the school system. Copies of the Policy Manual are available for reading in the school office and the Superintendent's office, and are also on the school's website: jesvt.org and the supervisory union site at www.lnsu.org.

Both the Vermont Agency of Education and the United States Department of Education require schools to include certain information in school handbooks. Required information is listed below. The following are summaries or excerpts of several important laws and school policies.

Child Find Notice

The Johnson Elementary School District wishes to inform interested parties that all people with disabilities from birth through age 21, who are in need of special education and related services, are entitled to a free and appropriate public education. Therefore, any person who has information about disabled people, who fit these descriptions, should contact the school district in which the person resides.

Civil Rights Act (1964)

Under P.L. 88-352, no person shall, on the grounds of race, color, or national origin, be subjected to discrimination in the Johnson Elementary School System program or activity for which the applicant receives federal financial assistance from the Department of Health, Education and Welfare.

Complaint Resolution Procedure For No Child Left Behind Act Programs,

Applicable to all programs administered by the U.S. Department of Elementary and Secondary Education under the federal No Child Left Behind Act (NCLBA). Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program or project operated under the general supervision of the Department of Elementary and Secondary Education pursuant to NCLBA may file a complaint that a specific federal or state law or regulation pertaining to such programs has been violated, misapplied, or misinterpreted by school district personnel or by Vermont Department of Education personnel. Such a complaint must be in writing and signed; must provide specific details of the situation; and must indicate the law or regulation that is allegedly being violated, misapplied or misinterpreted. The written, signed complaint must be filed and the resolution pursued in accordance with local school district policy, which normally requires that the complaint first be submitted to the Principal. If the party submitting the complaint is not satisfied with the Principal's response, then the complaint may be referred to the Superintendent, and if not satisfactorily resolved by the Superintendent, it may be referred to the School Board. If still not satisfied, then the complainant may file a complaint with the Vermont Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution. Any persons directly affected by the actions of the state Department of Education may file a similar complaint if they believe state or federal laws or regulations have been violated, misapplied or misinterpreted by the Department itself.

FERPA

(Family Rights and Privacy Act/FERPA P.L. - 93-)

The Johnson School District maintains student records relative to academic performance, attendance, medical information, assessment and testing, discipline, special education, and psychological assessment. The records are maintained in the school building in accordance with all the provisions of the Family Rights and Privacy Act (The Buckley Amendment) and are under the supervision of the principal, David Manning.

A cumulative record shall be maintained for each student. This record shall contain verified information of recognized importance and may be used only for the benefit or welfare of the student. It shall include information necessary to provide the best possible conditions for the student's education. Collecting and maintaining data to assist students in present and future endeavors must be done in a way that will not impinge upon a student's privacy or other rights. Each school possessing personally identifiable information will protect it. A list of the names and positions of employees in the school district who have access to personally identifiable information shall be available for public inspection. If anyone other than an authorized employee of the supervisory union/school district looks at the educational record of a child, that person shall so indicate by signing his/her name, date, and purpose for which (s)he entered the record on a form which shall become part of the educational record.

Parental permission will be obtained prior to disclosing confidential information to anyone who is not an authorized employee of the supervisory union/school district. Personally identifiable information will be gathered from screenings, local and state assessments, diagnostic consultations, and comprehensive evaluations conducted by both school and non-school personnel.

Parents, legal guardians and adult students have the right to inspect and review these records. Further, they have the right to challenge records and to appeal decisions of school personnel regarding the maintenance and/or accuracy of these records. Appeals should be directed to the principal, and if not resolved with her, to the Superintendent of Schools. A parent may also file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202 if they believe that the school has failed to comply with FERPA. Minor students will have their records explained to them at the discretion of school officials or upon request from the parent or guardian. Copies of records are available to parents or guardians at a cost of \$.10 per copy per page. School personnel will make every attempt to have records copied within 48 hours of receiving a request.

Unless directed otherwise by a parent or legal guardian, school principals, at their discretion, may release directory information publicly for non-commercial reasons. Directory information includes: name, birth date, address, phone number, participation in school activities, weight and height of members of athletic teams and awards received. Parents/guardians, who do not wish to have such information shared, must notify the principal in writing by September 5.

Harassment, Bullying, Hazing And Misconduct

Bullying, Harassment, Hazing and Misconduct on or off campus at any school supported activity or under circumstances in which it can be shown to have a negative impact on a student's ability to successfully access school and community shall not be tolerated and will result in significant consequences which may include suspension or expulsion as well as, under appropriate circumstances, reports to local law enforcement authorities.

Harassment: Vermont Statutes at 16 V.S.A 11(26)(A) defines harassment as follows:

- (A) "Harassment" means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile or offensive environment.
- (B) "Harassment" includes conduct which violates subdivision (A) of this subdivision (26) and constitutes one or more of the following:
 - (i) Sexual harassment which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature when both of the following occur:
 - (I) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
 - (II) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting the student.
 - (ii) Racial harassment, which means conduct directed at the characteristics of a students or students family members actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.
 - (iii) Harassment of members of other protected categories, which means conduct directed at the characteristics of a students or a student's family members actual or perceived creed, national origin, marital status, sex, sexual orientation, gender identity, or disability and includes use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, taunts on manner of speech and negative references to customs related to any of these protected categories.

The school recognizes harassment as actual or incited offensive behavior on or off campus, which directly or indirectly by verbal, written, visual, electronic or physical conduct, threatens, torments, irritates or insults and which is motivated by a student or a student's family actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity or disability and which results in compromising the students ability to function successfully in school and the community.

Bullying: Vermont Statutes at 16 V.S.A 11(32) defines bullying as follows: "Bullying" means any overt act or combination of acts directed against a student by another student or group of students and which:

- (A) Is repeated over time;
- (B) Is intended to ridicule, humiliate, or intimidate the student; and
- (C) Occurs during the school day on school property, on a school bus, or at a school sponsored activity, or before or after the school day on a school bus or at a school sponsored activity.

The school recognizes bullying as verbal, emotional or physical abuse effected by one individual or several individual or several individuals acting in concert. It consists of predatory and persistent intimidation which includes abusive and/or insulting behavior designed to induce fear, humiliation and reduce independent thought or actions and isolate the target from mainstream participation, compromising the student's ability to successfully function in the school or community.

Hazing: Vermont statutes at 16 V.S.A 11(30) defines hazing as follows:

- (A) "Hazing" means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliated with, holding office in, or maintaining membership in any organization which is affiliated with an education institution; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off the campus of an educational institution. Hazing shall not include any actively or conduct that furthers legitimate curricular, extracurricular or military training program goals, provided that:
 - (i) The goals are approved by the educational institution; and
 - (ii) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.
- (B) The definitions of "educational institution," "organization," "pledging" and "student" shall be the same as those in section 140a of this title.

The school recognizes Hazing as conduct, directly and indirectly, alone or in concert with others, though verbal, written, visual, electronic or physical means that imposes ritualistic or demeaning behaviors which are meaningless, illegal or antisocial as part of an initiation process.

Misconduct: Vermont statutes at 16 V.S.A 1161a entitled Discipline requires:

- (A) Each public and each approved independent school shall adopt and implement a comprehensive plan for responding to student misbehavior. To the extent appropriate, the plan shall promote the positive development of youth. The plan shall include:
- (B) A description of behaviors on and off school grounds which constitute misconduct, including harassment, bullying, and hazing, particularly those behaviors which may be grounds for expulsion. The plan shall include a description of misconduct as listed in subdivisions 11(a)(26)(A)-(C) and (32) of this Title which, although serious, does not rise to the level of harassment or bullying as those terms are defined therein:

The school recognizes misconduct as language and/or behavior which violates laws and school, community and social rules without regard to consequences of such actions and includes but is not limited to weapon or drug possession on campus or at school functions, inappropriate actions and/or language such as swearing or blasphemy; threats to peace or safety, lies, stealing, cheating and any conditions which compromise the safe operation of or, access, to school.

New Americans

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed. Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number. See the letter on the State's responsibility to protect the rights of undocumented Vermont students

The AOE Letter Regarding Undocumented Vermont Students can be found at this address:

<http://education.vermont.gov/sites/aoe/files/documents/gps-to-ed-leaders-re-undocumented-students-111716.pdf>

Non-Discrimination Policy (Title IX)

Under Title IX of the 1972 Education Amendments, the Johnson School District does not and will not in the future discriminate against applicants, employees, students or other individuals affiliated with the school on the basis of race, national or ethnic origin, color, religion, age, gender, sexual orientation, HIV Test Status, or handicap in all matters related to its operation and programs. In addition, the District will conform to all applicable State and Federal Statutes regarding discrimination in employment or educational programs.

Parental Involvement

The academic and social success of students is largely determined by a positive, supportive relationship between staff, administration, parents, and other community members. Federal and state education statutes, rules and initiatives mandate or encourage the strengthening of the parent/school/ community relationship. The board believes it is important that parents be involved in their children's education at home, in school, and within the larger community. Accordingly, the Board and administration shall seek to achieve the following objectives:

1. Parents should be informed about significant changes in their children's educational programs, instructional methods or objectives.
2. Parents should be provided with information and opportunities intended to improve their ability to work with their children at home and in school, and to build partnerships between homes and schools.
3. Teachers and other staff members, administrators, school board members, and school-community partners should be provided with appropriate, ongoing professional development opportunities intended to improve their ability to build effective relationships with parents.
4. Parents should be provided with opportunities to become informed about program design, operation and evaluation, and to communicate with educators on these subjects.

Parents should be encouraged to observe instructional activities, attend relevant meetings and events, discuss concerns with school personnel, participate in program evaluation and improvement efforts, and give recommendations to school staff, administration, and board members.

Parental Rights In Reference To Special Education

If your child is being considered for or receiving special education services, you have certain rights that are safeguarded by state and federal law. We want you to know about these rights. If you would like a further explanation or an additional copy of any of these rights, you may contact the school's Special Education department at 888-6797.

Protection Of Pupil Rights

It is the intent of the Johnson Elementary School Board to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing: the administration of certain student surveys, analysis or evaluations funded in whole or in part by the U.S. Department of Education; the administration of such surveys in any school which receives U.S. Department of Education Funding; and parental access to instructional materials.

Policy

With regard to any survey, analysis or evaluation funded by the U.S. Department of Education:

1. Parents/guardians shall have the right to inspect, upon request, any instructional materials used in connection with such activities, including teacher's manuals, films, tapes, or other supplementary materials.
2. No student shall be required, without prior written parental consent, to take part in an activity if it reveals information concerning: political affiliations or beliefs of a student or a student's parents; mental or psychological problems of a student or student's family; sexual behavior or attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom student respondents have close family relationships; legally-recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy; income (other than that required by law to determine eligibility for

participation in a program for receiving financial assistance under such program); or religious practices, affiliations, or beliefs of the student or the student's parents.

In compliance with federal requirements for schools receiving any U.S. Department of Education funding, the following shall be policies of the School District:

1. Parents shall have the right to inspect, upon request, any survey created by a third party before it is administered or distributed to a student. Such requests shall be in writing to the Principal, and shall be made in sufficient time to allow a response at least ten school days in advance of any survey to be given.
2. In the event of the administration or distribution of a survey containing one or more of the eight items listed in 1b above, student privacy shall be protected in the following ways in addition to general federal student privacy requirements (FERPA):
 - a. Parents/guardians shall be notified at least ten days in advance about the survey;
 - b. Parents/guardians shall have the right, upon request, to inspect the survey in advance of its administration or distribution
 - c. Parents/guardians shall have the right to opt the student out of participation in the survey.
 - d. Parents/guardians shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum for the student. Requests for inspection shall be in writing to the Principal, and administration shall provide the parent with the opportunity to inspect the materials within ten school days of receipt of the request.
 - e. Parents/guardians shall be notified at least ten school days in advance of and shall be given the option of opting their students out of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, is administered by the school, is not necessary to protect the immediate health or safety of a student or other students, and is not otherwise permitted or required by state law.
3. Parents shall be notified at least ten school days in advance of have the right, upon request, to inspect any instrument used in connection with (in advance of its administration or distribution), and shall be given the option of opting their students out of activities involving the collection, disclosure and use of personal information gathered from students for purpose of marketing or selling that information. This does not apply to collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students such as:
 - a. College or other postsecondary education recruitment, or military recruitment;
 - b. Book clubs, magazines and programs providing access to low cost literary products;
 - c. Curriculum and instructional materials used in schools;
 - d. Tests and assessments;
 - e. Student recognition programs; and
 - f. The sale by students of products or services to raise funds for school-related activities.
4. Parents shall be notified at least annually, at the start of the school year or when enrolling students for:
 - a. the first time, and within a reasonable period of time after any substantive change in such policies, of policies 2a through 2e above. Such notice shall be in the Student Handbook, in the parent newsletter, by U.S. Mail, by e-mail, or by other direct means. With regard to any activities described in 2b, 2d, or 2e above, such notice shall include the specific or approximate dates of any such activities, and shall provide parents with the opportunity to opt their students out of participation in those activities.

Rehabilitation Act, Section 504

The Johnson Board of School Directors endorses the premise that "no" qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise subjected to discrimination under any program or activity which receives benefits from federal financial assistance. If you have concerns or grievances, you should contact Jen Stevens, LNSU Director of Student Support Services, at 851-1178.

Special Education Procedural Safeguards Policy

It is the policy of the Johnson School District to provide procedural safeguards for students' and parents' rights under the conditions set forth in applicable Federal Regulations (34 C.F.R. 300.505 et seq.) and Vermont State Regulations (2364.3.1. Special Education Rules, July 1, 1982). Special Education is defined as providing an appropriate education with personalized instruction that includes sufficient supportive services in order to permit a child to benefit from the instruction. Students under 22 years of age are eligible for special education. The Johnson School District will provide on demand a copy of parental rights in special education.

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. The Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students. You can access the full best practices document at: <http://education.vermont.gov/sites/aoe/files/documents/edu-best-practices-transgender-and-gnc.pdf>

Wellness

It is the policy of the Johnson Town School District to establish goals for nutrition education, physical activity and other school based activities that are designed to promote student wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day.

Wellness Program Goals.**Goals for Nutrition Education:**

1. The school district shall provide nutrition education programs as required by state and federal law and regulations of the State Board of Education. In particular, the district shall provide a nutrition component in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Framework of Standards and Learning Opportunities.
2. Appropriately licensed staff members shall conduct nutrition education programs.

Goals for Physical Activity:

1. The district shall provide physical education classes for all students as required by Vermont School Quality Standards.
2. The district shall provide other physical activity opportunities for students through recess periods in appropriate grades and, as appropriate, after-school activities.

Goals for Other School-Based Activities:

1. The district shall provide adequate space for eating and serving school meals.
2. The district shall provide a clean and safe meal environment for students.
3. The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
4. The district shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.

Nutrition Guidelines.

1. No foods of minimal nutritional value, as listed in 7 CFR 210, Appendix B and 7 CFR 220, Appendix B shall be sold in food service areas during breakfast and lunch periods.
2. The sale of foods to students during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods or drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organizations sponsoring the sale.
3. To the extent practicable, the district shall ensure that foods offered at school other than through the National School Lunch or School Breakfast programs, including foods sold through vending machines, shall comply with the A la Carte and Vending Guidelines established by the Vermont Departments of Health and Education.

Pull-Off Information Sheets (Colored)

JES Fast Facts

Bus Routes

Food Service Prices, Procedures, & Policies

School Telephone & Room List

School Calendar

JES Event Calendar