

Johnson Elementary School Student Handbook 2024-2025

***We Belong to the JES Jaguar
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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 2024

Dear Parents, Guardians, and Caregivers:

Welcome to the Johnson Elementary School community for the 2023-2024 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:

- Our [website \(https://jes.lnsd.org/\)](https://jes.lnsd.org/) 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.
- **Teacher Letters:** Your child's classroom teacher send home at least two newsletters per month
- **The Jaguar Journal**, our school's weekly electronic newsletter
- **Email**

The LNSU School Board supports and oversees all of our work. Information about the board members, policies, meeting agendas, and minutes can be found [here](#).

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

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 Belonging, Perseverance, Accountability, Creativity, and Kindness
- 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(ren) has a regular sleep schedule appropriate for his or her age
- I will ensure that my child(ren) 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 October
- 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. The Elementary and Secondary Education Act gives you the right to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Vermont Agency of Education has licensed or certified the teacher for the grades and subjects they teach.
- Whether the Vermont Agency of Education has decided that the teacher can teach in a classroom without being licensed or certified under state regulations because of special circumstances resulting in an emergency or provisional license.
- Whether the teacher is teaching in the field or discipline of their certification.
- Whether any teachers' aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please contact the principal at dmanning@lnsd.org

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. Johnson Elementary School is within the Lamoille North Modified Union School District (LNMUUSD). The LNMUUSD Board has a [policy \(C22\)](#) that governs movement of students within our district.

State Test Results

Our 2023-2024 VTCAP scores have not been released, but will be made available to families once they are available. Here are the scores from the 2022-2023 school year:

Grades	Content Areas	Test Window	Students	Scale Score	Meets State Standards
3	ELA	Spring '23	26	1701	38%
3	Math	Spring '23	26	1648	15%
4	ELA	Spring '23	16	1763	56%
4	Math	Spring '23	16	1714	38%
5	ELA	Spring '23	25	1724	32%
5	Math	Spring '23	24	1707	29%
5	Science	Spring '23	25	1725	40%
6	ELA	Spring '23	31	1742	55%
6	Math	Spring '23	32	1732	50%

General Information and Administrative Procedures

Arrival at School

- The regular school day begins at 7:40am and ends at 2:30pm
- Students arriving in their classrooms after 7:40am will be marked tardy and are required to report to the office before going to their classroom
- School doors open and adult supervision is available at 7:30am
- Breakfast is served in the cafeteria from 7:30-8:00am. This “grab n go” meal is to be consumed in the classroom.
 - Students arriving at school after 8:00am will not be able to get breakfast
- Parents may accompany students directly to classrooms from 7:30am until 7:40 am. Classes are in full session after 7:50am. We ask that parents not enter classrooms at 7:50am, please say good-bye at the classroom door. To ensure our students’ safety and security, all doors leading to the school will be locked at all times.
- JES is a no idling zone. Please turn your car off.

By Bus:

- Buses will typically arrive between 7:30 am and 7:40 am
- 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 busing information.

By Car:

- If you drive your child to school, you have three options for drop off prior to 7:40am:
 - You may park in either of the two lots we maintain on either side of the playground if you wish to accompany your child inside the building.
 - Use the sidewalk and cross with the crosswalk only. ALL non-bussed students must enter school through the front fence, not the emergency exit that bussers use. Traffic in this driveway is dangerous. Thank you for respecting this.
 - All families wishing to accompany children inside the building must park in one of these two parking lots. The main parking lot by the front office not available until 7:40.
 - You may drop your child off in the set-back drop-off zone on the school side of School Street. Please do not loiter or leave parked cars in this space
 - You may drop your child off on the south side of School Street at the crosswalk. 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 7:40am, you must drive around to the main entrance at the north side of the building.
 - Tardy students will need to press the buzzer to the right of the door to gain entrance into the building. There is a buzzer on the south porch door as well.

By Walking / Bicycle:

- Students who walk, ride bicycles or are driven to school are expected to arrive between 7:30am and 7:40am
- Bikes should be stored in the bike rack adjacent to the South Porch.
- Students who arrive by 7:40am should enter the building through the South Porch door.

Preschool:

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
No Students	<u>T/TH Group</u> 7:30am-12:30pm Three Year Olds 8:00AM-2:00PM Four Year Olds	<u>W/F Group</u> 7:30am-12:30pm Three Year Olds 8:00AM-2:00PM Four Year Olds	<u>T/TH Group</u> 7:30am-12:30pm Three Year Olds 8:00AM-2:00PM Four Year Olds	<u>W/F Group</u> 7:30am-12:30pm Three Year Olds 8:00AM-2:00PM Four Year Olds

- Parents can walk their children into class at any time in preschool
- Busing is not provided for preschool children.

End of Day Dismissal

- Dismissal is at 2:30 pm
- Each child must have a designated "regular" plan for leaving school.
 - Parents or guardians designate a child's plan in Pickup Patrol.
 - We will follow that plan unless we have an updated plan submitted via Pickup Patrol
 - **Do not email dismissal changes as we cannot guarantee that email will be checked in time**
- You may schedule dismissal changes ahead of time using Pickup Patrol.
- **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 voicemail: 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 extension: 6730

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 K-3 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 K-3 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 all bus and car pick-up students leave the school at about 2:50pm. At this point they will be dismissed from South Porch.
 - Note: Students dismissed as "walkers" are different from students being picked up by parents. Please do not use these terms interchangeably on dismissal change notes.

Pre-School:

- Three-year old preschool will be dismissed at 12:30 pm at the main entrance on Tuesdays and Thursdays.
- Four-year old preschool will be dismissed with the rest of the school at 2:30 and need to be picked up.

Parent Pick Up:**Time:**

- The pick up dismissal time is 2:30pm
- No students are released until all groups have reported to the gym

Pick-Up Process:

- All pick-up students will be dismissed directly to their cars.
- Cars should line up on School Street to enter the school driveway. Check in with the staff member standing outside between the basketball court and the kitchen.
- Staff will dismiss your child directly to your car from this location.
 - Note: Pick-up students will be dismissed only to vehicles at this exit. Students who are walking or riding a bike will be dismissed once all the pick-ups have left, around 2:50.

Attendance

We expect all students to attend school on a regular basis as this 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 or arriving late, please call the school at (888-6727) by 8:15 am and leave a message in the attendance mailbox (ex. 9). 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 9:00am. Any student not in his/her regular classroom by 7:40am 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: - Support services offered - Potential consequences for continued absences	Notification letter mailed to parent/guardian including: - Support services offered - Potential consequences for continued absences	Determination Letter to parent/guardian via certified mail, including: - 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

5 Days Absent	10 Days Absent	15 Days Absent	20 Days or More Absent
		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

Bus Service

Lamoille Valley Transportation provides bus services for JES students. Bus routes and times are linked in the back of this 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.

Regular dismissal is at 2:25pm and the buses usually leave the school grounds by 2:30-2:35pm. 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 en route.

All buses that service JES students are equipped with video cameras 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 may participate in classroom parties or celebrations for a variety of reasons. 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.

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. 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. Students 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. We expect students to come prepared for winter weather with boots, coats, hats, ski pants, and gloves/mittens. If students do not come prepared, they will be expected to borrow items from the school. Students are expected to go outside unless they are required to stay inside by a staff member.

Emergency School Closing

Please see the [LNSD Emergency School Closing policy](#) linked here.

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 complete our [online registration form](#) and present a birth certificate and an immunization record. 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

Johnson Elementary School provides breakfast, snack, and lunch free of charge to all students. Menus are published monthly and sent home with those students who request them, and are published on our [district website](#). Scheduled lunch times are as follows:

Team	Lunch Time	Recess Time
Pre K Three Year Old		
Pre K Four Year Old		
Kindergarten*	11:45 - 12:15	10:15 - 10:45
1 - 3 Grade	12:15 - 12:45	11:45 - 12:15
4 - 6 Grade	12:45 - 1:15	12:15 - 12:45

Breakfast: A “Grab N Go” breakfast will be served in the cafeteria to be consumed in the classroom. Breakfast will be available from 7:30am to 8:00 am daily. Students arriving at school after 8:00 am 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 and/or enjoy the free fresh fruit and vegetables.

Health Services

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:

16 V.S.A. §1422 requires schools to test the hearing and vision of students pursuant to research based guidelines. [Review the joint memo from AOE and VDH on School Health 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 intervene with a child only when the child's behavior presents an immediate danger to him/herself, school personnel or other students.

Head Lice

- It is our (CDC and VT Dept of Health's) position that the management of head lice (*Pediculus humanus capitis*) infestations in school settings should not disrupt the educational process, including but not limited to the elimination of classroom screening, forced absences from school for nits and/or live lice and broad notification that a case of head lice has been found.
- Students will be sent home due to live lice and/or nits.
- If an "infestation" occurs, JES will rectify this with strict recommendations from the CDC and VDH so please continue to report any child that you believe has lice. The nurse will diligently keep track, check heads (students and staff), and report any and all cases of lice that come into our building.

- 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.
- We request that you inform the school if you find that your child has lice.

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.

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.
- Fever, vomiting, or diarrhea within the last 24 hours.
- Chicken Pox, Strep Throat, Pink Eye or other contagious conditions.

We recommend that any child exhibiting symptoms of fever, vomiting, or diarrhea 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.

Student Injuries

When students have an injury that limits mobility (ie. broken bones) we require a doctor's note allowing the student to participate in physical activities such as PE, recess, stairs, etc. Please notify the Nurse's Office if your student receives such an injury so we can make appropriate accommodations quickly. If a student comes in with medical equipment (crutches, wheelchairs, etc.) we need a doctor's note.

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.

If you need to send your child to school with over-the-counter health remedies (cough drops, saline spray, etc.) you must send a note to your child's teacher giving your child permission to use them under teacher supervision. These remedies may not be shared with other children, and your child's teacher may store these.

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 school team shall develop 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. 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.

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 to school 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 and Electronic Devices

Personal property such as stuffed animals, toys, blankets, and electronic devices are prohibited from school. These objects can be a significant distraction to the learning environment, and are easily misplaced, lost, or broken. Staff may confiscate any personal objects that are deemed to be a distraction to learning, and parents may need to pick up the item at the school office.

If objects are needed for student use after the school day, they must remain in backpacks. Any objects that are removed from backpacks may be confiscated.

School staff are not responsible for loss or damage to personal items, and will not investigate the loss of these items.

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.

Please see this [document](#) for more information about JES safety protocols.

Please see the [LNSU website](#) for more information about school safety.

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 two pre-school sessions and two self-contained kindergarten classes. All pre-school sessions will include both three and four-year old students.

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.

The Explorer team will operate three combined fifth and sixth grade classrooms. Students will be assigned a homeroom and will rotate between classrooms for subjects. One teacher will teach Math, one will teach Global Citizenship and Science, and one will teach ELA.

[JES Staff Directory](#)

JES Curriculum

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/>

As our district curriculum is finalized and updated, information can be found at our [district curriculum website](#).

JES Academic and Co-Curricular Programs

Art:

Art class will be focused on creativity. Creativity is a skill that can be used in all walks of life, no matter what path you choose. The ability to "think outside the box", problem solve, and overcome challenges is universal. Students will also learn about artists, both modern and classical, Elements of Art and Principles of Design and the many mediums that artists use to express themselves. The goal is to create confidence in ideas and abilities, to overcome challenges, view other perspectives and persevere through struggles.

Computer Technology:

Students will have access to and be expected to use computing devices under the supervision of their teachers per our school's acceptable use policies.

- [Acceptable Use K-2](#)
- [Acceptable Use 3-6](#)

We focus on familiarizing students with computer use, vocabulary, digital citizenship, and proper care and maintenance. Technology is integrated into the curriculum as a tool for learning and assessment.

STEAM/Makerspace/Creators Lab:

We offer a STEAM (Science, Technology, Engineering, Art, Mathematics) Unified Arts class in our upstairs Makerspace for students in grades K-6. The STEAM teacher works with classroom teachers to work with the entire class once each week using tools such as robotics, laser cutters, wood shop tools, and circuitry. Classes will work to solve real world problems, complete STEAM lessons, and demonstrate leadership skills by teaching others. In addition to UA classes, small groups and individual students will have the opportunity to design their own learning experiences to connect the curriculum from their classroom with the technology and design process of the maker space.

Downstairs, our Creators Lab is located in the Library. Here you will find our LEGO wall, other building materials such as K'Nex, the Green Screen for making movies, tools for textile arts, paper engineering, and more.

Field Trips:

Students may participate in a variety of field trips. These trips are planned for educational purposes and are connected to classroom learning. Parents will be notified in advance of each field trip. Parents will be notified in advance as to the details of each field trip, including dates, times, and whether there is a family financial contribution necessary. All Johnson Elementary School rules and policies apply on all field trips, for both students and adults. 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:

Parents are encouraged to become involved with field trips. **Younger children and/or siblings are not allowed to accompany parent chaperones.** Anyone interested in volunteering at school or chaperoning a field trip must submit the Chaperone Agreement form. The Chaperone Agreement must be returned to school at least three weeks prior to the first date on which you wish to chaperone and must be completed each year.

- This form is not included in our digital forms packet.
- A copy of this document can be found on our website in the School Documents section.
- A copy may also be requested from the front office

MTSS (Multi-Tiered System of Support)

Our school uses a multi-tiered system (MTSS) to support students using evidence-based practices. MTSS is a process designed to ensure that no students “fall through the cracks”. Student data is regularly used to ensure that all students have access to high-quality instruction that best meets their needs. As a part of our MTSS system, all students have access to our main curriculum (Tier 1 instruction) and their progress is regularly monitored using assessment data. This may include both whole-class and small-group instruction.

As teaching teams identify students who would benefit from additional instruction in a given area, these students may receive additional instruction in small groups, individually, or with an interventionist. This instruction addresses targeted skills, student progress is monitored on a routine basis, and lessons may occur in or outside of the classroom.

Our aim is to keep students in the classroom as much as possible. When necessary, out-of-classroom interventionists work with teachers to identify the best time for students to receive services outside of the classroom to ensure that students do not miss new learning.

If you have any questions about this process or concerns about your child’s progress, please reach out to your classroom teacher.

Assessment

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

- VTCAP (Cognia testing) per Agency of Education guidelines
- NWEA MAP Growth Assessment
- Diagnostic reading assessments 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.

JES Connections:

JES Connections operates as a licensed after-school childcare center through the state of Vermont. JESC is also a part of the 21st Century Community Learning Center grant initiative which allows us to operate with high quality program at a reduced fee rate for our community. JESC is available for students in grades K-6, runs from 2:30-4:30pm on operating school days. JES Connections accepts state child care subsidy payments. JESC offers extended learning opportunities for students in the after school program. Enrichment offerings include art, literature, music, technology, and more. Although this enrichment program is partially subsidized by grants and other school funds, there is a fee of \$27.00 per day, with scholarships available based on income criteria similar to the Free/Reduced Lunch Program. Questions may be directed to JES Connections Director, Jen Lamos Brusetti, at 888-6789.

Library:

The focus of our weekly library class is on library skills, research skills, and love of literature. Digital Citizenship and Media Literacy are covered as an addition to what classroom teachers cover. Students also check out books (the number of books varies according to grade level) during this period. Loaned books must be returned before new books may be taken.

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 music teacher or administration. 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 from 7:30am- 8:00am, 12:15pm-12:45pm, and 12:45pm - 1:15pm daily.

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 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 needs 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 organizations.

Special Education:

JES has a licensed special educator who works directly with each team of classroom teachers to determine student eligibility for special education and who coordinates and provides services for eligible students. Special Education provides free and appropriate education to students who are determined to have a disability which affects their success in the public school setting or their access to their public education. Special education services and programs are protected under federal law (IDEA). Please see the LNSU [Student Support Services](#) website for detailed information on Special Education.

Eligible students receive services individually or in small groups in their regular classrooms and/or in alternative spaces as dictated by their Individual Education Program (IEP). They may also receive services indirectly through programs run by teachers and/or paraprofessionals. All programs are under the direction of a special educator or speech-language pathologist.

If you feel your child may have a disability that may require the services of our special education programs or if you have questions concerning these, please call your child's classroom 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

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. In our trimester system, report cards are sent home three times a year.

Parents and guardians may also get information from family/teacher conferences, teacher communications, open house, etc. **Classroom teachers will reach out to schedule a family/teacher conference with you early in the school year.** You may also call your child's teacher and schedule a conference anytime you have a concern or need for more information.

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 (BASIC) = Student requires substantial support in working towards the expectations
- A score of 2 (DEVELOPING) = Student is making gains toward the expectation with support
- A score of 3 (PROFICIENT) = Student demonstrates proficiency with little or no support
- A score of 4 (EXPANDING) = Student demonstrates proficiency and applies concepts and skills to new learning

The report card also features a section that provides information about transferable skills that contribute to life-long learning. More information about these skills can be found at www.habitsofmind.org or www.habitsofmindinstitute.org. Teachers communicate life-long learning skills using a score of "Consistent" or "Inconsistent".

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, academic performance, personality type, and behavioral history in order to provide a happy, healthy learning environment for all students. Due to these many factors, family placement requests will be heard but not guaranteed.

On rare occasions, students may be retained or promoted to best meet their educational needs. These decisions are data-driven and made at the discretion of the principal in conjunction with teaching teams. In these instances, guardians may request input to discuss recommendations, but decisions will be made by administration. Requests for promotion/retention may not be honored if the educational team does not deem it in the best interest of the child. Appeals may be made according to Board policy.

Student Behavior: Positive School Climate

Overview

At Johnson Elementary School, positive behaviors are taught, recognized, and supported through a process called PBIS (Positive Behavior Intervention and Supports). This model creates a positive and safe school environment in which students are recognized for making positive behavior choices and given regular opportunities to celebrate their successes, both in their classrooms and as a school.

We have five schoolwide PBIS agreements that students follow : Belonging, Perseverance, Accountability, Creativity, and Kindness. These agreements are represented throughout the school on posters and charts to help students understand how they might demonstrate these behaviors at both in and after-school events.

Expectations for Student Behavior

[This table](#) shows examples of how JES students can meet the agreements of **Belonging, Perseverance, Accountability, Creativity, and Kindness** 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.

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: When a student earns an office referral, they may be required to spend either their lunch or recess in the Student Support Center. 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 complete school work, read, or draw to make the best use of this time.

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 suspension shall be continued and students will be provided with an opportunity to complete academic assignments.

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 their behavior, the student is issued an office referral and sent to the Student Support Center.

Physical Intervention and Seclusion: At JES we strive to maintain a safe environment for all students without the use of physical restraint. If student actions put themselves or others at imminent risk of harm, we have staff members trained in physical intervention programs approved by the State of Vermont. State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements relative to any use of seclusion or restraint in school (e.g. – teacher to administrator, administrator to superintendent, and school to parent/guardian of affected student). [Frequently asked questions about Rule 4500](#) are available online. Supervisory unions and districts can view the [Rule 4500: Restraint/Seclusion Documentation Report online](#).

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: Melissa Masterson and Koni Stoddard.**

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. SSC members will also spend time in classrooms proactively teaching social-emotional skills.

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

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

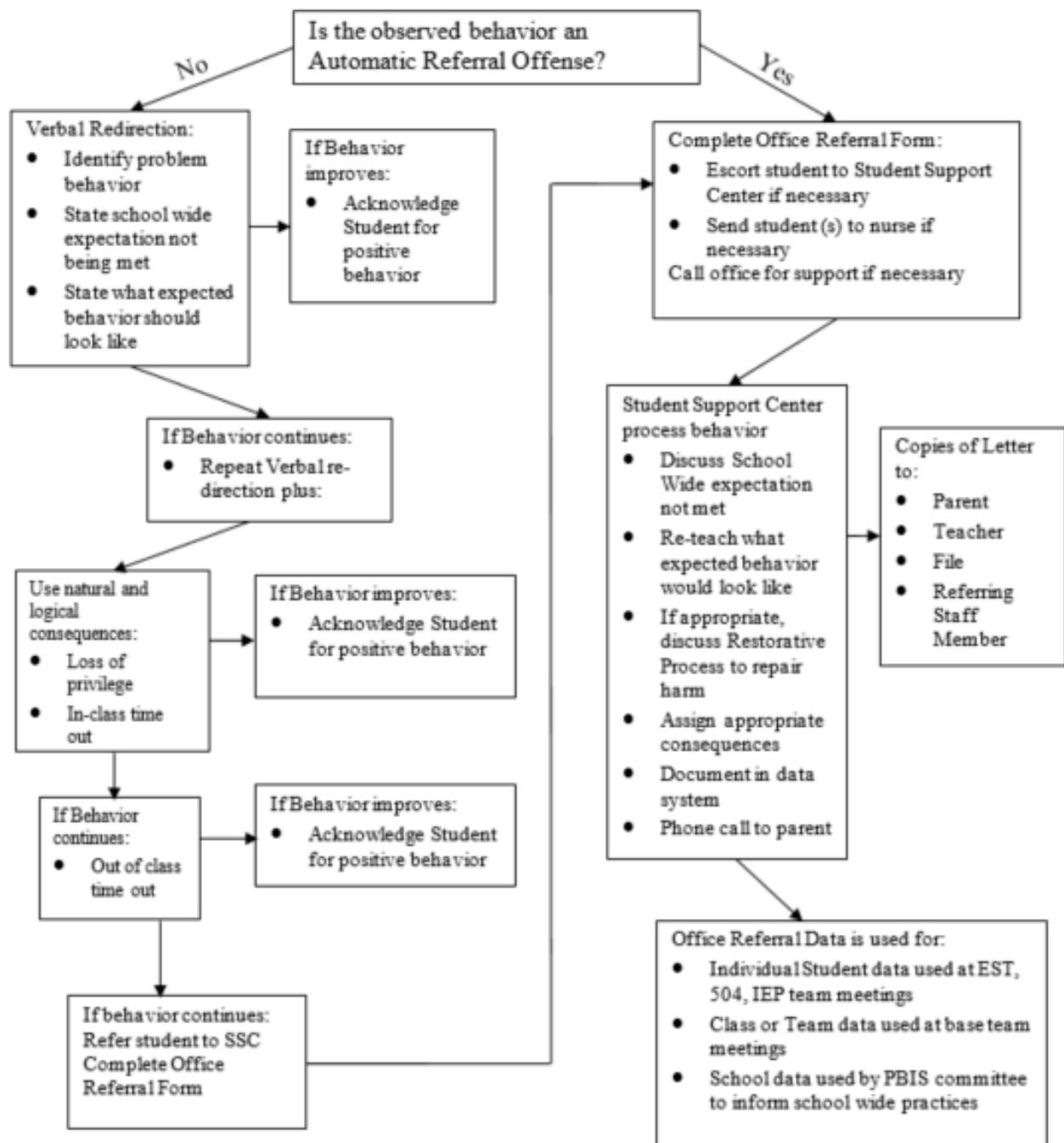
Recognition System

We believe that the best way to encourage students to meet our school-wide behavioral agreements 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	- 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.) - Transition - Work time	- 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.	- 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	- 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 Agreements

The chart below summarizes how we intend to respond to students who do not meet our school-wide behavioral agreements to demonstrate **Belonging, Perseverance, Accountability, Creativity, and Kindness** :



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.

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, Samantha Ballard.

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 acts, including an act conducted by electronic means, 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. (i) 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; or
- (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

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: **Melissa Masterson and Koni Stoddard.**

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: jes.lnsd.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

34 C.F.R. Part 99 (the federal regulations promulgated pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g et seq.) requires an annual notification to parents of their rights under the Act. Such notice must include that parents have the right to:

1. Inspect and review their children's records;
2. Seek amendment of the record if it is inaccurate or misleading;
3. Consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. §99.31; and
4. If they believe the Act has been violated, 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.

In addition, the annual notice must include:

1. The procedure for exercising the right to inspect and review education records,
2. The procedure for requesting amendment of the records, and
3. The criteria the school uses for disclosing student records to persons within the school who have legitimate educational interests in reviewing the records.

Finally, if the school does disclose "directory information" (e.g. names and addresses of students, date of birth, field of study, academic or other honors attained, participation on sports teams, etc.), and most schools do in some form or another, the school must notify parents of:

1. The types of directory information that will be released;
2. The right to refuse to let the school release particular or all directory information on their own children; and
3. The period of time within which the parent has to notify the school that he or she does not wish to have the school designate some or all of the information about the parent's child designated as directory information.

(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:

- 1. "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:
 - a. The goals are approved by the educational institution; and
 - b. 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.
- 2. The definitions of "educational institution," "organization," "pledging" and "student" shall be the same as those in section 140a of this title.
- 3. *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.

Mandated Reporting

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Any mandated reporter who reasonably suspects abuse or neglect of a child shall report to DCF within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). Review the [joint memo](#) from VDH and AOE regarding Mandated Reporting.

Meal Charge Policy for Lamoille North Supervisory Union

Lamoille North Supervisory Union is committed to providing meals to all students. In accordance with Vermont policy, all students receive free breakfast, snack, and lunch at LNSD schools.

Military/Postsecondary Recruiters

20 U.S.C. §7908(a)(2) requires schools to notify parents, presumably each year although the time period is not specified, that they may request that their child's name, address and telephone listing not be released to military or postsecondary recruiters without prior written parental consent.

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 [here](#):

Notices to Parents Under Elementary and Secondary Education Act

Local education agencies are required to communicate with parents in a variety of circumstances. Here are a few of the more significant ones:

1. 20 U.S.C. §6311(h)(2)(A)(i) requires local education agencies receiving Title I assistance to prepare and disseminate to all parents an annual "report card." At minimum, it must contain information reported to the LEA by the state, disaggregated by student group, as well as how the student achieved on state assessments compared to students in the state as a whole, and to students in other schools in the same LEA. With the passage of ESSA and the retraction of regulations, LEAs should continue to provide parents with information about school performance. New accountability measures will go into effect under the new Vermont ESSA State Plan.

2. 20 U.S.C. §6311(h)(6) requires notice by a school district receiving Title I funds at the beginning of the school year to the parents of each student regarding the qualifications of the school's teachers. The notice is to include the rights of parents, upon request, to obtain information as to whether the child's teacher has met state qualifications and licensing criteria, whether the teacher is teaching under a waiver or provisional license, and what the major of the teacher was in his or her baccalaureate degree. If the child receives services from a paraprofessional, the paraprofessional's qualifications must also be furnished. The notice must also contain a statement as to whether the student will be taught by a teacher for four or more consecutive weeks who is not licensed, as that term is defined under state and federal law. Finally, this notice must also alert parents to their right to obtain information as to the level of achievement of their child in each of the state's academic assessments.

3. 20 U.S.C. §6312(g)(1) provides that parents of students who are of limited English proficiency are to be notified not later than 30 days after the beginning of the school year that their child has been identified as in need of services. The statute contemplates very specific and detailed information to be provided in an understandable manner to the parents of the child

4. 20 U.S.C. §6318(a)(2) requires each local education agency with Title I schools to "develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy." The required content of the policy is spelled out in great detail in the statute.

Notices Under the Individuals with Disabilities Education Act

The Federal Special Education Law, 20 U.S.C. §1400, et seq., requires notice to parents in a variety of ways. However, the most prominent requirements are found in 34 C.F.R. §300.111, 300.503 and 300.504.

1. 34 C.F.R. §300.111 relates to “child find” activities. As interpreted in Vermont regulations, child find includes, among other activities, notifying the public of the availability of special education services for children with disabilities aged 3-21. Similar provisions address child find for students aged birth-3. See Rule 2360.3 and Rule 2360.5.2 of the Vermont State Board of Education Manual of Rules and Practices.

2. The provisions of §300.503 require written notice to a parent of a student with a disability within a reasonable period of time before the school district proposes to initiate or change the identification (eligibility), evaluation or educational placement of the student or the provision of a free, appropriate, public education to the student, or whenever it refuses to do the same. The content of the required notice is very detailed. See Rule 2365.1.1 of the Vermont State Board of Education Manual of Rules and Practices.

3. §300.504 requires notice of “procedural safeguards” whenever a child is initially referred for a special education evaluation, whenever an Individual Education Plan meeting is called, whenever a reevaluation is sought, and whenever a due process complaint has been filed.

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.

Prohibition Against Suspension or Expulsion of Students Younger than Eight

Act 35 of 2021 prohibits suspension and expulsion of students under eight years old, except in cases of imminent harm or danger to others. 16 V.S.A. § 1162 SUSPENSION OR EXPULSION OF STUDENTS (d) Notwithstanding anything to the contrary in this chapter, a student enrolled in a The Vermont School Administrator Handbook (Revised: August 23, 2022) Page 5 of 9 public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school. In the 2022 legislative session, this prohibition was extended to approved independent schools and prequalified prekindergarten programs. For more information see the recently issued [memo Determining the Appropriateness of Suspension or Expulsion for Under Age Eight](#).

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.

Public Complaints About Personnel

The Lamoille North Supervisory Union (LNSU) is committed to see that complaints about personnel are considered in a timely manner that is fair to all parties. LNSU places trust in our employees and desires to support their actions in such a manner that employees are free from unnecessary, spiteful or unjustified criticism or complaints.

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The employee involved shall be given every opportunity for explanation, comment and presentation of the facts as they see them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the superintendent for their review and decision. In cases of alleged discrimination, the complainant should follow the procedures accompanying the anti-discrimination policy or other relevant procedure.

Appeal to the Board

If the above steps do not resolve the concern of the complainant, they may request to meet with the board for the purpose of reviewing the superintendent's decision. If the board decides to hear the request of the complainant, it shall invite all parties involved, including administrators, to attend the meeting for purposes of presenting facts, making further explanations and clarifying the issue. The board shall conduct such meetings in a fair and just manner and shall render a decision. It is the intent of the district that the rights of employees be protected through the administration of this procedure.

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 Hulse, LNSU Director of Student Support Services, at 851-1178.

Section 504 Grievance Procedures

34 C.F.R. §§104.7 and 104.8 require schools to notify parents and others that the school does not discriminate on the basis of handicap; the school's notice shall identify the responsible employee designated to coordinate compliance with Section 504 and of the availability of a grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

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.

Student Alcohol and Drugs

It is the policy of the LNSU that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school. It is further the policy of the district to make appropriate referrals in cases of substance abuse.

See [this](#) document for the full district policy and definitions.

Title IX Grievance Procedures and Dissemination of Policy

34 C.F.R. §§106.9(b) and 106.9(a)(1) provide that recipients of federal funding publish their grievance procedures with respect to discrimination on the basis of sex and that each recipient "implement specific and continuing steps to notify.... students and parents of elementary and secondary school students....that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX....not to discriminate in such a manner." 34 C.F.R. § 106.9(b) requires publication of this notice in a variety of ways, including in bulletins, catalogs, or application forms.

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:

Wellness

LNSD prioritizes wellness amongst students and community. Please see the following [Wellness Policy](#) that LNSD adheres to.