

- i. Any student entering school after 8:15 am is considered late.
- ii. Parents/Guardians must sign-in their child when they arrive late to school.
- iii. When your child accrues excessive absenteeism, tardiness or early dismissals, you may be called to RI Truancy Court.

f. Truancy

- i. Truancy as defined in this policy is absence from school without an excuse acceptable to the administration.
- ii. After ten (10) unexcused absences, tardiness or early dismissals, the parent/guardian will receive notification of these absences. At day fifteen (15), the Truant Officer will be notified.
- iii. **Excessive absences, tardiness, early dismissals throughout the school year without official medical documentation will result in a Truancy Court warning letter to parent/guardian.**

NOTE: As stated in the attendance policy, time lost from class is irretrievable. Therefore, any vacations that would require students to be absent from school are strongly discouraged.

- Vacations, other than regularly scheduled school vacations, will be considered unexcused absences from school.
- Where appropriate, make-up work will be provided upon the student's return.
- If a student is taken out of school for a vacation, the school must be notified in writing before the vacation.

g. School Breakfast/Lunch Program

- i. The lunch program in Johnston is operated by the school system, which participates in the National School Lunch and School Breakfast Programs. Nutritious breakfasts, lunches and milk are available at all schools. Breakfast is upon arrival. Once school begins, breakfast is no longer served unless a school bus arrives late. Should school be delayed in inclement weather, breakfast will not be served. Prices will be determined on a yearly basis.

VERY IMPORTANT INFORMATION:

Applications for free or reduced price breakfast/lunch are sent home at the beginning of the school year and are available at the school anytime during the year. These forms are extremely important for determining a school's allotment of Federal funds. Please be sure to complete the form and return it to your school office even if you think your children may not qualify for free or reduced lunches. Menus are printed weekly in local newspapers.

h. Dress Code Policy

- i. Dress children for upcoming weather, appropriate outerwear should be worn. Children may go outdoors for recess, PE class, classroom activities and fire/evacuation drills.

1. Children should also dress appropriately for the weather.
 2. Sneakers should be worn on Physical Education days.
 3. Sneakers with retractable wheels or spikes are not permitted.
 4. Please label clothing, lunch boxes, and all personal property with your child's full name.
 5. Wheeled backpacks are not allowed for safety reasons.
 6. However, permission may be granted at the discretion of the building principal on the basis of individual special needs.
- ii. **Please keep an extra set of clothes in your child's backpack for spills, accidents or playground incidents.**
 - iii. Students should dress in a way that is appropriate for an educational environment. Appropriate school attire should not be a distraction to education within the classroom. The intent of the student dress policy is to set the expectation of, and the standard for order within the school community. The dress code policy should not infringe upon the individuality of the students.
 - iv. Therefore, the minimum dress guidelines for a proper learning environment are as follows:
 1. Attire that does not interfere with normal school work.
 2. Attire that does not create classroom and/or school distractions.
 3. Attire that is appropriate. (A teacher will refer the issue of appropriateness to an administrator who will then make the final decision.)

The following articles of clothing are deemed inappropriate for school:

- NO hats/hoodies indoors
- Clothing with designs or wording that is offensive and inappropriate for a school setting. (For example: clothing with designs or wording referring to alcohol, drugs, violence or tobacco products)
- Tank tops, sleeveless undershirts, strapless dresses, tube tops, see-through clothing and midriff tops
- Short shorts/skirts (greater than 6 inches above the middle of the knee or deemed appropriate by the administration) and beach attire are not allowed.
- No flip-flops; only sandals with sturdy straps
- Dress that presents a safety or health hazard (which may include but not limited to: pocket chain, wallet chains, sharp-edged jewelry, bracelets, necklaces, earrings and shoes)
- Accessories that are unsafe and a distraction to the educational environment

i. Toy Policy

- i. Toys or playthings from home are NOT permitted at school.

j. Transportation

- i. Bus transportation is available for all students to and from school **who live beyond a ½ mile radius of the school**. School buses will pick up/drop off students at designated times/locations. Pre-Kindergarten and Kindergarten students are “house stops”; that is, they are picked up/dropped off at home **so long as there is sufficient accessibility for a school bus**.
- ii. In the event that no one is at home to accept a child, he/she will be transported to a location determined by the district and the bus company. **Repeat offenders may be referred to DCYF**.
- iii. Information on bus stops is published in the [SunRise/Johnston Schools website](#) prior to the start of each school year.

School bus transportation should be treated as a privilege, not a right. It is an extension of the school system. A student’s misconduct at a bus stop or on a bus could lead to his/her transportation being withdrawn, in cases of persistent disruptive behavior. Proper conduct on buses is most important if health and safety for all students are to be protected. Any student found guilty of vandalism, or unacceptable behavior will be subject to disciplinary action and may lose his/her bus privileges. Parents/guardians and students are encouraged to report any dangerous or hazardous situations, which they may observe at the bus stop or on the bus.

PUPIL CODE OF BEHAVIOR ON SCHOOL BUSES

- The driver is in full charge of the bus and pupils. Students must obey the bus driver, bus monitor and/or aide promptly, willfully, and respectfully.
- Fighting or other misconduct on a bus will be sufficient reason to discontinue providing bus transportation for the student.
- Students shall ride their regularly assigned bus at all times, unless school authorities have granted permission to the contrary.
- Students arriving by bus are not to leave school grounds and are to report directly into school upon arrival.
- Students may be assigned a seat, in which he/she will be seated at all times, unless permission to change is granted by the school administration and/or the bus driver.
- Outside of ordinary conversation, classroom conduct must be observed. Standing, yelling, use of improper language, harassment of others, etc. will **NOT** be tolerated and will result in disciplinary action by school administration.
- Throwing any item out of bus windows creates litter and could be hazardous to adjacent vehicles. No food or drink is allowed on school busses.

- No pupil shall at any time extend his/her head or arms out the windows, regardless of whether the school bus is in motion or standing still.
- Any object that might constitute a weapon such as sticks, rocks, breakable containers, any straps, pins extending from their clothing are not acceptable on a school bus and violate the JPS Zero-Tolerance Policy.
- Students should treat the school bus as carefully as they would their own property. Students causing damage will be responsible for paying for damages.
- Students should keep books and personal belongings out of the aisle. The principal to transport any large item(s) must grant special permission.
- Students should not distract the bus driver.
- Students are to remain seated while the bus is in motion, and they are not to get off the bus until it has come to a complete stop.
- Students should leave the bus in an orderly manner. They are to obey the orders of the bus monitor as well as the bus driver. Students should not cross the road without the given consent of the school bus driver and/or monitor. When entering or exiting the bus, students should be in view of the driver at all times.
- Students must cross the road at least 10 feet in front of the school bus and **never behind the bus.**
- Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop before the bus is due.
- Students at the bus-loading area should exercise self-discipline. Students should refrain from pushing and shoving other students.
- Students, who have to walk some distance along the highway to the bus-loading zone, where practical, must walk on the left-hand side of the road facing the oncoming traffic. This will also apply to students leaving the bus-loading zone in the afternoon.
- A written request must be submitted to the school office in the morning in order for your child to ride a different bus home.
- ****Any student not taking his/her regular bus home must present a signed note from parent/guardian to classroom teacher stating whom they are going home with and how they are to be transported.**
- In the event of a bus emergency, emergency exit procedures will be followed.
- Students must follow any guidelines set forth by Bus Company and/or designated personnel

- k. Early Childhood Center Website
 - i. <http://ecc.johnstonschools.org/index.html>

IV. **Calendar of Events**

- a. School Site Calendar
 - i. Meet-and-Greet/Staggered Opening
 - ii. Open House
 - iii. Harvest Bingo Night
 - iv. Parent Conferences
 - v. Polar Express
 - vi. Literacy Night
 - vii. Reading Week
 - viii. Math Night
 - ix. Spring Fling
 - x. Field Day
 - xi. Art Night
 - xii. Move-Up Day
 - xiii. Field Trip
 - xiv. Kindergarten Celebration

V. **Health and Safety**

- a. Sick Policy
 - i. If your child is showing any signs of illness or has a fever greater than 100, please keep your child home. If he/she becomes ill at school, please be available or have a designated person to pick up your child in a timely manner. Please keep all emergency contact numbers updated.
 - ii. Students with fever, diarrhea, or vomiting should remain at home. Temperatures should be normal without the use of fever-reducing medications for 24 hours before a student returns to school. In cases of communicable illnesses such as conjunctivitis (pink eye), strep throat, or pediculosis (head lice), the student may not return to school until treatment is sought and the student has been on medication to control the health problem. Students who are prescribed antibiotics for an

infectious illness may not return to school until they have been treated for at least 24 hours.

iii. GUIDELINES FOR JUDGING ILLNESS AT HOME

Students with the following symptoms should not be sent to school:

- Temperature greater than 100.5 degrees within the past 24 hours
- Vomiting or diarrhea within the past 24 hours
- Pain or any other condition severe enough to interfere with ability to focus
- Infectious condition (*i.e.*, strep throat, pink eye) that has not been treated for at least 24 hours
- Unidentified, untreated rash (***medical clearance required***)
- Any child diagnosed with flu-like symptoms and a fever should remain home for **7** days
- Red eye with drainage or crusting (***medical clearance required***)
- Viral illness with excessive coughing and sneezing

b. Wellness Policy

- i. See Johnston Public Schools Website

c. Peanut/Nut Allergy Policies

i. Peanut/Tree Nut Allergy Law

1. The state of Rhode Island has enacted a new law to address peanut and tree nut allergies of students in grades Pre-K to 8. The new law requires schools to eliminate the sale of peanut/tree nut products and to designate a table or tables in every cafeteria as “peanut/tree nut free” table(s) so that students with allergies who **choose to sit there** will be provided a safer environment, free from peanuts and peanut oils that can trigger allergic reactions.

- a. An electronic copy of the Johnston Public Schools’ Food Allergy Policy is available online at “www.johnstonschools.org”. Parents must provide notice to the School Nurse for any child medically diagnosed with a peanut or tree nut allergy. Medical documentation is required. The School Nurse will collaborate with the parent/guardian and the student’s healthcare provider to develop an Individual Health Care Plan and an Emergency Health Care Plan for the student.

ii. Peanut/Tree Nut Free School

Despite the school department's efforts to establish "peanut/tree nut free" practices and procedures, **no one** can assure parents that a child may or may not have peanut/tree nut products, or may or may not have items made with peanut oils, or that a child on a bus or on the playground may or may not have had peanut/tree nut products.

1. The Early Childhood Center (ECC) is a Peanut and Tree Nut Free School, but the cafeteria is shared with Ferri Middle School. Students with allergies are assigned to a designated table.
2. Students will wash hands after lunch/recess prior to entering the classroom.
3. Students will store lunches in a designated area, to limit any possible peanut exposure. Peanut-free lunches can be stored in a separate area if parent wishes.
4. An electronic copy of the Johnston Public Schools' Food Allergy Policy is available at www.johnstonschools.org
5. Parents must provide notice to the school nurse for any child medically diagnosed with a peanut or tree nut allergy. Medical documentation is required. The school nurse will collaborate with the parent/guardian and the student's healthcare provider to develop an Individual Healthcare Plan and an Emergency Healthcare Plan for the student.

d. Health Screenings

- i. RI General Law and the rules and regulations for school health programs require that annual screening be conducted for vision, dental and hearing.
- ii. It is the district goal to conduct vision and hearing screenings as early in the year as possible in order to identify potential problems. We begin in the fall and continue throughout the year until all screenings are complete.
- iii. To avoid duplication of services, if your child has any of these screenings completed by his/her primary health care provider (doctor or dentist), please have the health care provider forward the results to the school. If we do not have this information for your child, we will include your child for the particular screening according to RI General Law §§16-21-9, and 16-21-14. School nurse/teachers and school medical personnel conduct all screenings.

e. Medication Administration

Except for emergency medication, only school nurse-teachers may administer medication in school. Medication will be administered in compliance with the

Johnston Public Schools Health Services Policy and Procedure for Medication Administration. **Before medication may be given to a student in school, the following criteria must be met:**

- i. The licensed health care prescriber must complete the Medication Consent Form or submit a written request with the same information. Both prescription and non-prescription medication to be given in school must be ordered by a health care provider. **This includes any order for headache or pain relievers such as but not limited to Tylenol, Advil, Aleve or their generic equivalents.**
- ii. Parent/guardian must sign a Medication Consent Form.
- iii. Medication must be in the original labeled container. Prescription labels must include the patient's name, prescription number, name of medication, dosage, physician's name and date.
- iv. Except for emergency medication, medication shall be stored in a locked area.
- v. Standing orders written by the School Physician allow for Acetaminophen (Tylenol), Ibuprofen (Motrin or Advil), and Tums to be administered to students. These medications will be administered with the **written** consent of a parent/guardian and at the discretion of the school nurse-teacher. The school nurse-teacher will contact a parent/guardian if student requests excessive amounts of these medications.
- vi. Students may self-carry and self-administer medication only with the written order of the prescribing physician, written parent consent, and notification to the school nurse-teacher.
- vii. Controlled medication (Ritalin, Adderall, etc must be transported by a parent/guardian and shall be counted and documented by the school-nurse teacher in the presence of the parent/guardian.

f. Emergency Cards

- i. At the beginning of each year, a color-coded emergency medical card is sent home requesting phone numbers of designated persons that the school may notify if/when circumstances warrant.
- ii. Should your telephone number(s) change or your telephone service be disconnected during the school year, ***please notify the school office of the change immediately.*** In the event of an emergency, the schools MUST ALWAYS have a means of contacting a parent/guardian.

g. Custody Restraining Orders

- i. Only official court-issued custody documents are recognized by the school. The school principal must be notified immediately about custody matters, including restraining orders. Please provide the school with a copy of all pertinent documents.

h. Emergency Drills

- i. In accordance with RI State Law, fire drills/lockdowns/evacuations are conducted at regular intervals during the school year. It is essential that when the first signal is given, everyone obeys promptly and clears the building by the designated route as quickly as possible. Students are not permitted to talk during drills and are to remain outside the building with their teacher until a signal is given to return inside. Evacuation plans are posted in each classroom. Students will be informed of fire/lockdown drills and evacuation procedures and are to follow these procedures should a drill or real fire occur. To ensure the safety of all students, it is vital to have an orderly, quiet, and quick exit from the building. There will be 15 fire drills, 2 of which will be lockdowns and 2 will be evacuations as stated by law.

VI. **Behavior Expectations**

Every student and every staff member has a right to be in a school where he/she feels safe, respected and protected. We have developed school rules that will support an environment of kindness and mutual respect that is essential to learning.

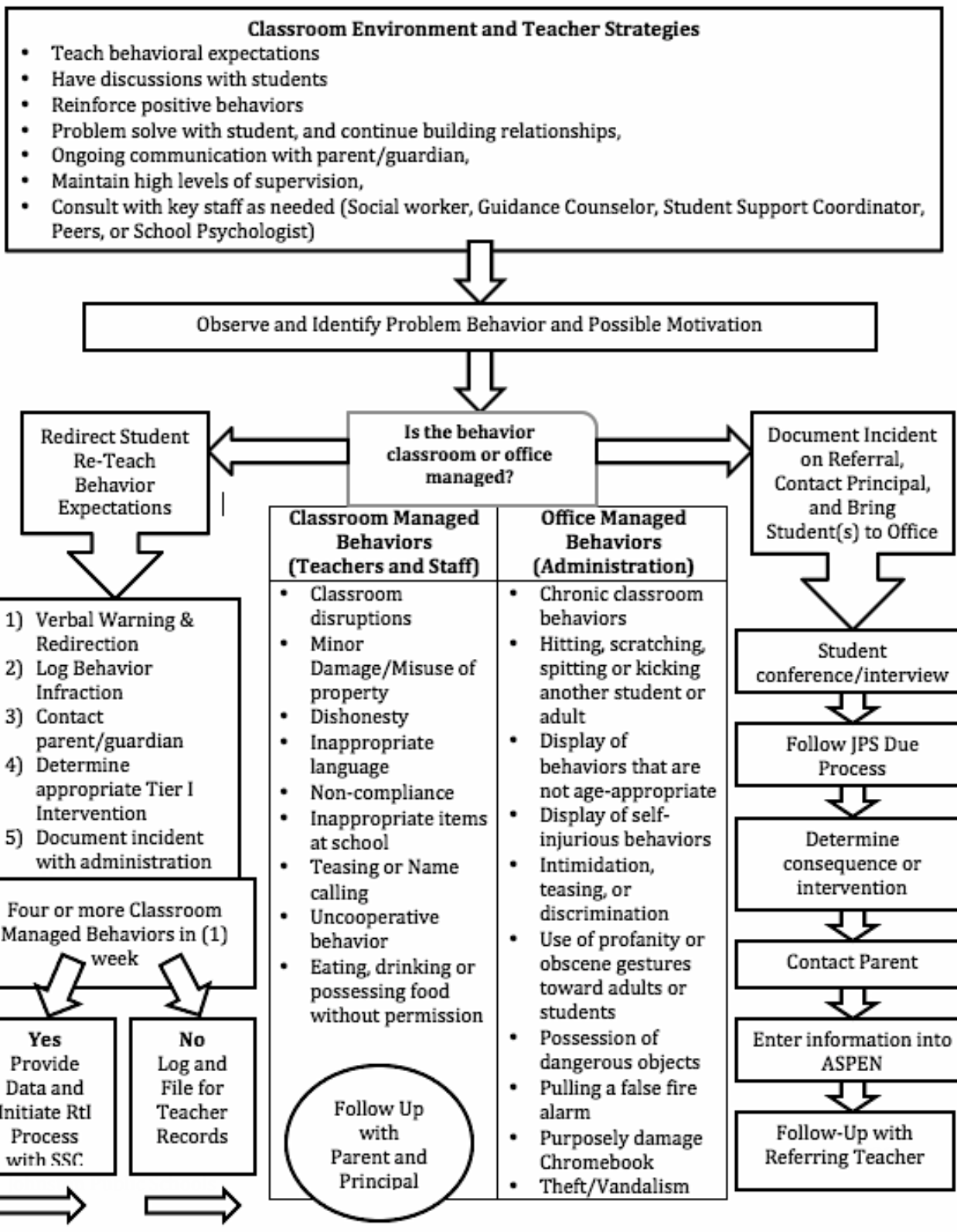
a. Voice Levels

Voice Levels	
4	Outside Voice Playground Talk
3	Loud Proud Voice Classroom Talk
2	Normal Voice Table Talk
1	Whisper Voice Partner Talk
0	Silent Voice No Talking

b. Behavior Expectations

	Be Kind and Fair <i>Friendly, Helpful to others, Honest, and Conform to Rules</i>	Be Respectful <i>Polite, Courteous, Civil, Considerate for Others and Self</i>	Be Responsible <i>Accountable for Actions and Decisions, Trustworthy, Reliable, and Self-Manage</i>
Cafeteria	<ul style="list-style-type: none"> ▪ Keep hands and feet to yourself ▪ Take your Turn ▪ Stay Seated until Done 	<ul style="list-style-type: none"> ▪ Listen to adults ▪ Use good table manners ▪ Use Normal Voice (Level 2) 	<ul style="list-style-type: none"> ▪ Throw trash away ▪ Clean your area
Recess	<ul style="list-style-type: none"> ▪ Participate in the Activity ▪ Stay with class ▪ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ▪ Listen to adults ▪ Share and Take Turns ▪ Use Playground Voice (Level 4) 	<ul style="list-style-type: none"> ▪ Listen for whistle ▪ Collect Belongings ▪ Treat equipment nicely
Hallways	<ul style="list-style-type: none"> ▪ Hands by your side ▪ Marshmallow Feet 	<ul style="list-style-type: none"> ▪ Listen to adults ▪ No talking (Level 0) 	<ul style="list-style-type: none"> ▪ Stay in a line ▪ Stay in personal space
Bathroom	<ul style="list-style-type: none"> ▪ Have Permission ▪ Be Quick ▪ Leave No Trace 	<ul style="list-style-type: none"> ▪ No Peeking ▪ Shut Door ▪ No Talking (Level 0) 	<ul style="list-style-type: none"> ▪ Aim and Flush ▪ Wash Hands with Soap ▪ Put Trash in Can ▪ Turn off Water
Bus	<ul style="list-style-type: none"> ▪ Keep Hands and Feet to Yourself 	<ul style="list-style-type: none"> ▪ Listen to Adults ▪ Use Whisper Voice (Level 1) ▪ Use Polite Words 	<ul style="list-style-type: none"> ▪ Stay seated ▪ Face Forward

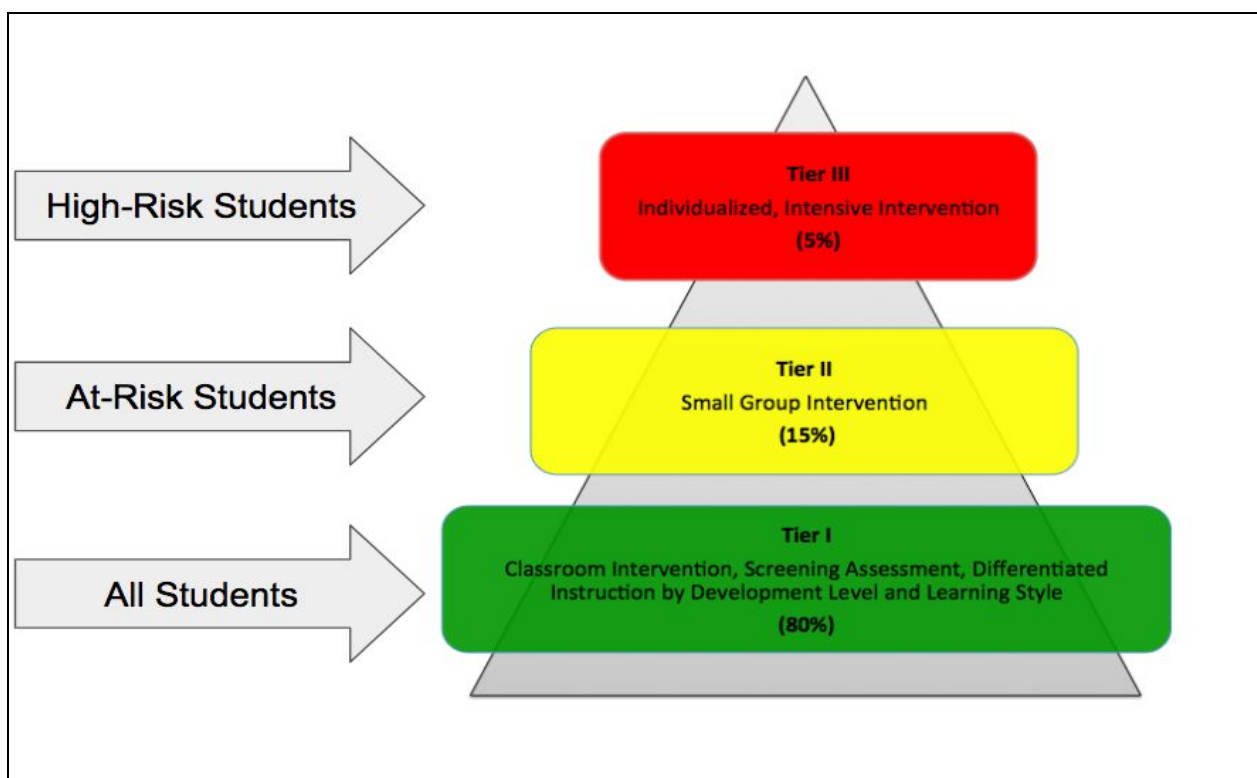
c. Disciplinary Procedures



VII. Multi-Tiered System of Supports (MTSS)

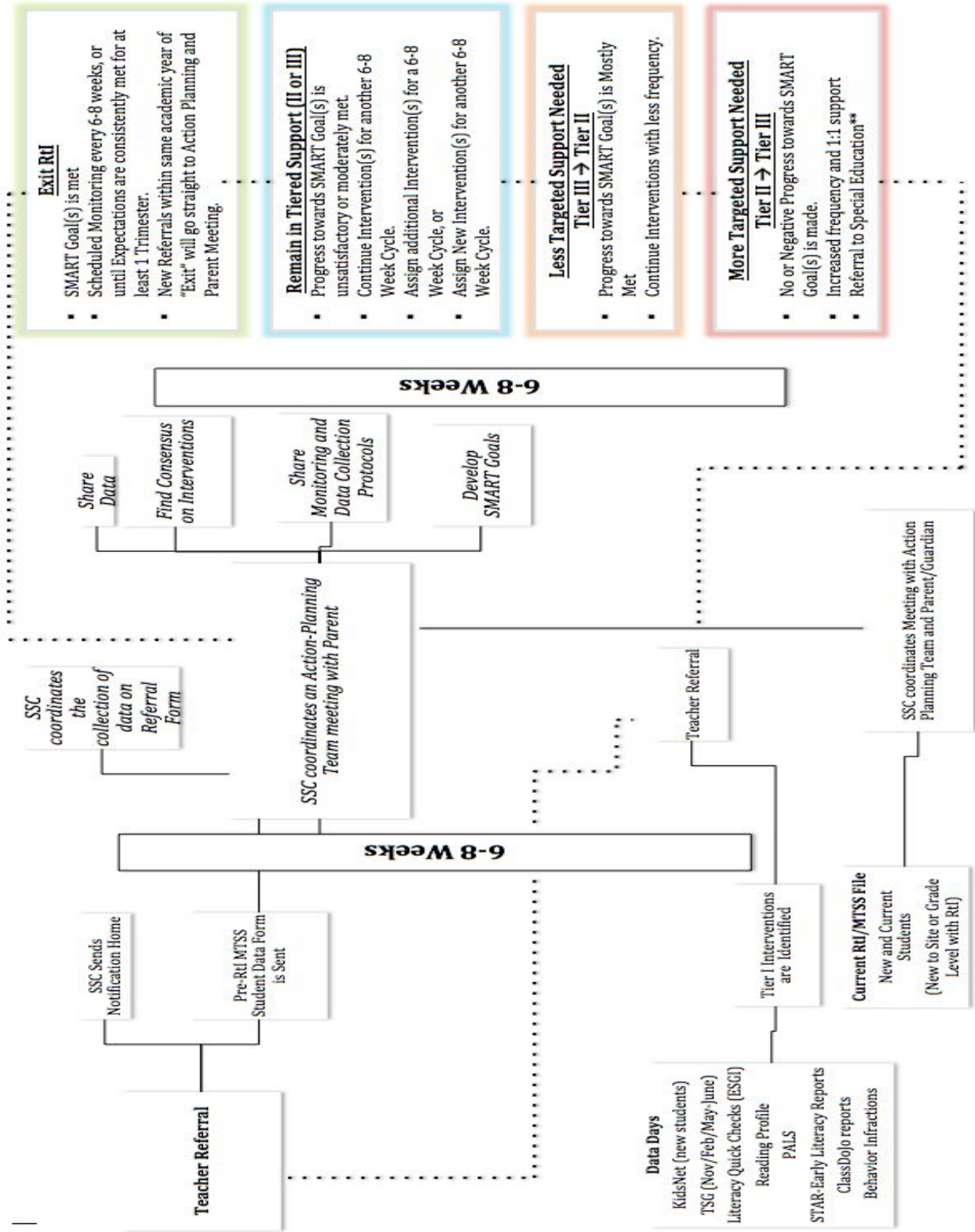
Multi-Tier System of Supports or MTSS is a framework or umbrella term that includes Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), and Social Emotional Learning (SEL).

- a. Response to Interventions (RtI): addresses academic concerns; primarily in Reading and Math
- b. Positive Behavior Interventions and Supports (PBIS): addresses behavior concerns, or problem behaviors that interfere with academic achievement and the classroom-learning environment.
- c. Social Emotional Learning (SEL): acknowledge the developmental milestones and appropriateness of academic and behavior skills, supports and interventions.



Additional layers of Interventions and supports are provided for students who have academic and/or behavior concerns that are preventing them for being successful in school. Classroom teachers provide Tier I interventions and supports for all students. If students are identified in need of additional interventions, or Tier II and Tier III, they are referred to the Problem-Solving Team to identify appropriate supports. Specialists, including, social workers, school psychologist, or reading or math interventionist provide Tiers II and III interventions and supports.

Process for Academic and/or Behavioral Interventions



VIII. Academic Expectations

a. Students Entering Kindergarten Should Know and Be Able To Do:

i. Language Development

1. Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas
2. Respond appropriately to a specific and varied vocabulary
3. Follow detailed, multi-step directions (e.g., “Put away your toys, wash your hands, and come to the table.”)
4. Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors
5. Expand their vocabulary with words of increasing specificity and variety
6. Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words
7. Use increasingly complex, longer sentences, including sentences that combine two or three phrases
8. Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)
9. Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously
10. Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes
11. Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs.

ii. Literacy

1. Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name
2. Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)
3. Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)
4. Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter

- sandwich, butter bear”
5. With modeling and support, identify, blend, and segment syllables in spoken word.
 6. With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)
 7. With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)
 8. Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name
 9. Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)
 10. Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)
 11. Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”)
 12. With modeling and support, identify, blend, and segment syllables in spoken words
 13. With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)
 14. With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)
 15. Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page
 16. Describe roles of authors and illustrators and connect books to specific authors of illustrators
 17. Identify familiar words in books and the environment
 18. Recognize their own printed name and those of their siblings or friends
 19. Attend to and request longer and more complex books or stories
 20. Engage in independent writing activities during routine times, such as pretending to write in their own journal
 21. Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)
 22. Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing

stories

23. Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships
24. Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs)
25. With guidance and support, relate events and information from stories to their own experiences
26. With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms
27. Write their first name nearly correctly (may switch the order of letters or write some letters backwards)
28. Use invented spelling
29. With modeling and support, write numerals one through twenty
30. With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question
31. Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)

iii. Mathematics

1. Quickly name the number in a group of objects, up to 10
2. Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern
3. Use strategies to count large sets of objects (more than 10)
4. Know the number that comes before or after a specified number (up to 20)
5. Recognize and order each written numeral up to 10
6. Associate a quantity with a written numeral up to 10
7. Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other
8. Understand that adding one or taking away one changes the number in a group of objects by exactly one
9. Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten
10. Sort objects by more than one attribute (e.g., color *and* shape) into two or more groups
11. Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)
12. Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)
13. Identify the core unit of sequentially repeating patterns (i.e.,

- that set of characteristics or items that repeat)
14. Replicate and extend simple growing (or enlarging) patterns
 15. Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)
 16. Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)
 17. Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")
 18. Describe and compare shapes using their attributes (e.g., "a triangle has three sides, but a square has four.")
 19. Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)
 20. Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
 21. Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)
 22. Correctly name some three-dimensional shapes (e.g., cube, cone, cylinder)
 23. Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind"

b. Assessments and Universal Screening

i. STAR Universal Screenings (Fall, Winter, Spring)

ii. PALS

iii. Beginning of Year Math

c. Report Cards

- i. **First Trimester** ends November 22, 2017
 1. Report Cards will be distributed December 11, 2017
- ii. **Second Trimester** ends March 9, 2018
 1. Report Cards will be distributed March 26, 2018
- iii. **Third Trimester** ends June 13, 2018
 1. Report Cards will be distributed June 13, 2017 (*last day*)
- iv. **Interim/Progress Reports**
 1. **First progress report** issued week of October 9, 2017
 2. **Second progress report** issued week of January 15, 2018

3. **Third progress report** issued week of April 23, 2018

V. **Parent-Teacher Conferences**

1. **First conference** week of December 11th, 2017 (*one evening*)

2. **Second conference** week of April 2nd, 2018 (*one evening*)

vi. **Open House:** September 21, 2017

d. Promotion and Retention Policy

i. Based on the assumption that each student at the ECC is appropriately placed at the level where he/she is capable of completing the required work, the following applies:

1. Retention referrals will be made for students who do not meet the grade level required expectations.

2. Parent notification that promotion may be in danger will be notified by the second trimester Criteria (may include the following):

a. Response to Intervention (RTI) documentation

b. Personal Literacy Plan (PLP) documentation

c. Standardized Testing

d. District Assessments

e. Classroom Data/Testing

f. Truancy will be considered

ii. Trimester Expectations:

1. First Trimester: If the student does not demonstrate any academic gains, the teacher should initiate further evaluations.

2. Second Trimester: Interventions are in place and evaluated.

3. Third Trimester: Final decision for promotion / retention will be determined.

PLEASE NOTE: If there are any circumstances that warrant additional consideration, the principal shall make the final decision about placement, after consulting with the student's teachers.

iii. Appeal Process:

1. If a parent disagrees with the recommendation of a teacher regarding the retention of their child, the appeal process is as follows:

a. A hearing will be held with the building principal.

b. The next level of appeal is at the Superintendent's level. Parents must put this request in writing to the Superintendent by June 30th.

c. Should the Superintendent uphold the principal's decision, the parent has the right to appeal to the School Committee. Parents must put this request in

writing to the School Committee.

- d. All appeals to the School Committee must take place prior to the last Friday in July.

iv. PARENT/GUARDIAN-TEACHER CONFERENCES

- 1. Parent/guardian/teacher communication grows as both sides work together. It is very important for parents/guardians to attend all conferences with teachers. Conferences regarding all children are held two times per year, and as needed. Other conferences are encouraged and may be arranged with your child's teacher or through your building principal.

IX. **Blended Learning**

- a. A formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.
 - b. [Digital Citizenship](#)
 - c. [Chromebook Agreement](#)
-

ECC KINDERGARTEN STUDENT/PARENT HANDBOOK AFFIRMATION School Year 2017-2018

We, the undersigned, hereby acknowledge that we have read and are in accordance with the contents of the Handbook and the important policies and procedures enumerated therein. We agree to abide by these school policies and procedures.

Student's Name: _____

Father/Guardian's Signature: _____

Date: _____

Mother/Guardian's Signature: _____

Date: _____

ECC CHROMEBOOK AGREEMENT PERMISSION FORM

____ **YES** I give permission for my child to be assigned a full Early Childhood Center Google Apps for Education account. This means my child will receive an email account, access to Google Docs, Classroom, Calendar and Sites.

____ **NO** I do not give permission for my child to be assigned a full Early Childhood Center Google Apps for Education account. This means my child will NOT receive an email account, access to Google Docs, Classroom, Calendar and Sites.

Student Name: (Print) _____

Parent/Guardian Signature: _____ Date: _____

PLEASE COMPLETE THIS PAGE, AND RETURN IT

PARENTAL CONSENT FORM – PRESS/NEWS MEDIA

Dear Parent/Guardian:

From time to time, the Johnston Public Schools invites the press and the news media into our schools for newsworthy events, announcements, and other stories that highlight student achievement and other noteworthy happenings. Often, the press and the media would like to photograph or film our students to be included in their reporting. It is the policy of the Johnston Public Schools not to allow any students to be photographed and/or recorded in any way by the press or the media without the expressed, written consent of the student’s parents or legal guardian.

With that in mind, below is a form for you to fill out, telling us of your intentions to allow or not to allow your son or daughter to be photographed or filmed by the press or the media for stories related to the Johnston Public Schools.

Please fill out the form below and return it to your son or daughter’s teacher or principal. A copy of the form will be kept on file in the student’s school.

Should you have any questions regarding this matter, please contact your child’s principal.

Sincerely,

Dr. Bernard DiLullo
Superintendent of Schools

PLEASE CHECK (✓) ONE OF THE FOLLOWING:

- PERMISSION IS GRANTED
- PERMISSION IS NOT GRANTED

For my child _____ to be photographed and/or filmed by the press and news media for news articles and other news stories pertaining to the Johnston Public Schools.

Parent/Guardian Signature: _____ Date: _____

PLEASE COMPLETE THIS PAGE, AND RETURN IT

Johnston Public Schools
10 Memorial Avenue
Johnston, Rhode Island 02919- 3222

Internet Use Policy

Johnston Public Schools is pleased to offer all students in our district access to Internet services. Access to the Internet will enable our students, faculty, and staff to explore thousands of libraries, databases, and educational sites throughout the world. Families should be warned that some materials accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to support educational goals and objectives, students may access other materials as well. Johnston Public Schools will make every effort to monitor student use of the Internet, which includes the district's investment in a school-based filtering system, which we implemented in January 2000. This filtering system includes a daily live update from CyberPatrol, one of the pioneering filtering softwares in the country. We believe the benefits to our students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Parents and guardians of minors are responsible for setting and conveying the standards their children should follow when using media and information services. Johnston Public School Department supports and respects each family's right to decide whether or not to apply for access in our schools.

Students will be given the privilege to use the Internet along with the responsibility of using it properly by returning a completed **"Internet Use Agreement"** including a signature by a parent or guardian to his/her school principal. Access will be made available only during the hours that the school is open.

Internet access is coordinated through a complex association of government agencies, as well as regional and state networks. The smooth operation of the network relies upon the proper conduct of those who use it. In general, this requires efficient, ethical, and legal utilization of the network resources, as well as adherence to school and county codes of conduct. If a user violates any of these provisions, his or her privilege to use the Internet will be terminated and future access could possibly be denied. In a case where codes of conduct or laws are broken, further consequences may follow. Johnston Public Schools will cooperate fully with local, state, or federal officials in any investigation concerning or relating to illegal activities conducted through Johnston Public Schools' Network.

The signature(s) at the end of this document are legally binding and indicate that the parties who signed have read the terms and conditions carefully and understand their content.

Responsibilities of Students

- Learn and follow the guidelines set forth in this Internet Use Policy.
- Return permission form signed by the student and a parent/guardian stating that they agree that student will adhere to all guidelines and assume responsibility for their own actions.
- Report any Internet or network contacts that are defamatory, obscene, racially or sexually oriented or which may contain illegal materials, to your teacher or principal.

Responsibilities of Staff Members

It is expected that staff and faculty members in Johnston Public Schools will use the Internet for research and/or instructional purposes. Staff and faculty members should maintain the highest ethical behavior in using the Internet and faculty members should promote that behavior among students. Employee violations of the Internet Use Policy will be handled in accordance with law, school policy, or collective bargaining agreements, as applicable.

- Learn and follow the guidelines set forth in this Internet Use Policy.
- Make every attempt to maintain the curricular focus of Internet use by locating and directing students toward educational sites on the Internet.
- Supervise student use.
- Ensure that all student users have signed permission slips from a parent/guardian.
- Model and provide instruction in the ethical and appropriate use of the Internet in a proper school setting as provided in the following guidelines.
- Agree not to share access codes, accounts or passwords with any student.
- Report incidences of computer network misuse and abuse to the Information Services Office.

Guidelines for Internet Use

Johnston Public Schools' networks are to be used in a responsible, efficient, and legal manner and must be in support of the educational goals and objectives of Johnston Public Schools and the State of Rhode Island. Transmission of any material in violation of any federal or state regulation is prohibited.

All rules of the Johnston Public Schools' Student Code of Conduct apply, but are not limited to, the following:

- Violating copyright laws.
- Sending or displaying offensive messages or pictures.
- Sending threatening, harassing, or obscene materials.
- Distributing materials for commercial purposes.
- Providing political or campaign information.
- Trespassing in another's folders, works or files.
- Damaging computers, computer systems or computer networks.

Netiquette Rules. Users must abide by network etiquette rules:

- Be polite.
- Use appropriate language. Swearing, using vulgarities or any other abusive language is inappropriate.

- Never reveal your personal address or telephone number or those of anyone else.
 - Never agree to meet with anyone with whom you have contacted over the Internet without the express written consent of your parent/guardian.
 - Never reveal credit or checking account information or social security number across the Internet.
 - Do not disrupt the use of the network.
 - Do not attempt to gain unauthorized access to system programs or computer equipment.
- **Privileges.** The use of the Internet at Johnston Public Schools is a privilege, not a right. Inappropriate use will result in limitation or cancellation of user privileges and possible school disciplinary action.
 - **Vandalism.** Vandalism will result in cancellation of user privileges and school disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy equipment programs, and or data of anyone connected to the servers and/or the Internet. This includes, but is not limited to, uploading, creating, or transmitting computer viruses.
 - **Security.** Security on any computer system is a high priority, especially when the system involves many users. Attempts to login to the system as any other user or to share a password will result in cancellation of user privileges. If a security problem is identified by you, notify the system administrator at your school. Do not demonstrate the problem to other users.
 - **Privacy.** System administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly.
 - **Disclaimer.** Johnston Public Schools will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information.
 - **User:** I understand and will abide by Johnston Public Schools' Internet Use Policy. I further understand that any violation of this policy may constitute disciplinary action or criminal offense.

***** PLEASE RETURN THIS PAGE TO SCHOOL *****

User's Full Name (Please Print) _____

Home Street Address _____

City _____ State _____ Home Phone _____

As the parent/guardian of this student, I have read the Internet Use Policy for Johnston Public Schools. I understand that this access is designed for educational purposes only. I also recognize that it is impossible to restrict access to all inappropriate materials and I will not hold Johnston Public Schools responsible for materials acquired on the network. I accept full responsibility for my child's compliance with the Internet Use Policy and hereby give my

permission for his/her use of Johnston Public Schools Network.

Parent/Guardian Full Name (Please Print) _____

Parent/Guardian Signature _____ **Date** _____

JOHNSTON PUBLIC SCHOOLS

10 Memorial Avenue
Johnston, Rhode Island 02919

VOLUNTEERS IN SCHOOLS

Resolution 07-04-05
School Committee Approved April 10, 2007

STATEMENT POLICY

The Johnston Public Schools appreciates volunteer efforts in our schools. Parents, college students, senior citizens, politicians, business representatives, and community members are important sources of support and expertise that enrich the instructional program, assist teachers, and connect the student body with the community.

DESCRIPTION

A volunteer shall have the meaning of any person who interacts with and is in the "care, volunteers must adhere to all Johnston Public Schools policies and regulations including but not limited to Code of Conduct, Confidentiality, etc.

Volunteers shall not discipline a student.

REQUIREMENT

Volunteers shall be required to complete an Information and Disclosure Statement.

Volunteers may be required to participate in an orientation and/or training established by the Johnston Public Schools.

AGE REQUIREMENT

Volunteers must be a minimum of 18 years of age.

ASSIGNMENT

Volunteers will not be guaranteed they will be in a specific classroom as may be requested.

CONFIDENTIALITY

Volunteers must adhere to the confidentiality of what is observed and not shared outside the classroom.

Volunteers shall not have access to confidential information/files/records.

SAFETY AND SECURITY

Rhode Island residents who volunteer shall only be required to obtain a local (Rhode Island) BCI that will remain current commencing from the time that person applies for volunteering until the first day of the next school as determined by the school calendar.

Applicant may obtain a local BCI from Police Department of the City/Town in which he/she resides.

The cost of the local background check, if any, is to be the responsibility of the applicant.

Volunteers who reside outside the state of Rhode Island shall be required to obtain an annual National *fingerprint* BCI.

Volunteers shall not escort or be with children without a classroom teacher present.

Volunteers must provide identification and sign in/out at the school's main office.

Volunteers shall wear the "Visitor" badge or other means of identification as may be required

HEALTH

Volunteers **may** be required to provide verification that they have and passed a Mantoux (TB) skin test. This judgment shall be made by the Health Services Coordinator of the school department based upon the rate of incidence in the community.

VOLUNTEER LIABILITY AND INDEMNIFICATION

The Johnston Public Schools shall not be held liable for any volunteer for claims or demands whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of the act of volunteer service.

EXCLUSION

This Policy may not apply to guest speakers, performers, student mentors who are enrolled in the Johnston Public Schools, college student observers, truancy court personnel, newspaper reporters, vendors for school related items such as rings, yearbooks, delivery vendors, and the like.

RECORDS RETENTION

The building level Principal shall maintain an accurate file of signed Volunteer Disclosure Statements, criminal background checks and verifications of health information as required by Policy.

PLEASE NOTE: All background checks must be submitted *prior to November 1st of EACH school year*. For new registrations (taken after November 1st), background checks may be submitted at the time of student registration.

CRIMINAL IDENTIFICATION RECORDS POLICY

Policy Number 4112.1A (Adopted December 14, 1992)

Any and all persons hereinafter seeking VOLUNTEERING with the Johnston Public Schools shall include with his/her application, a NCIC criminal identification report with the Division of Criminal Identification, Department of Attorney General, State of Rhode Island, or in the alternate, a duly executed Waiver authorizing the Johnston Public Schools to obtain such a report on his/her behalf.

Any applicant who refuses to comply with this Policy shall be ineligible for VOLUNTEERING by the Johnston Public Schools.

Any information so obtained shall not be given to any other person, firm or corporation without first obtaining the applicant's written consent; provided, however, that such consent may be withdrawn at any time, in writing, by the applicant.

Any information so obtained shall be marked "CONFIDENTIAL" and may not be used for any purpose other than the application for VOLUNTEERING or any manner in connection with the denial thereof.

No applicant possessing a criminal record which bears directly or indirectly upon performance of the VOLUNTEERING duties shall be allowed to volunteer, at the sole and absolute discretion of the School Department, whose determination shall be final and binding.

A copy of this Policy shall be shown to each applicant at the time application for VOLUNTEERING made.

The Waiver Authorization required by this Policy shall be in the form annexed hereto, or as amended from time to time.

CRIMINAL IDENTIFICATION WAIVER AUTHORIZATION

I AM INTERESTED IN VOLUNTEERING IN THE JOHNSTON PUBLIC SCHOOLS.

This Waiver Authorization expressly authorizes the Division of Criminal Identification, Department of Attorney General, State of Rhode Island, to furnish the Johnston Public Schools, any and all criminal information it may have concerning me. The release of the requested information is necessary for the purpose of volunteering. The authorized information is not to be given to any other person, firm or corporation not specified herein without first obtaining the undersigned's additional written consent. The undersigned may withdraw this consent at any future time, in writing.

PRINT FULL NAME CLEARLY MAIDEN NAME

ADDRESS CITY/TOWN STATE ZIP CODE

DATE OF BIRTH: _____ PLACE OF BIRTH: _____

SOCIAL SECURITY NUMBER: _____

SCHOOL NAME(S) WHERE I WISH TO VOLUNTEER:

- I have included a copy of my driver's license and a check or money order in the amount of \$5.00 made payable to: BCI ***** NO CASH ACCEPTED*****
- All background checks must be submitted prior to November 1st of EACH school year.

****SIGNATURE**

****NOTARY WITNESS REQUIRED**

NOTARY NAME: _____

NOTARY SIGNATURE: _____

DATE: _____

MY COMMISSION EXPIRES: _____

PLEASE ALLOW 14 BUSINESS DAYS FOR RETURN TO ABOVE-LISTED SCHOOL(S)