

Seth Johnson Elementary School

4550 Narrow Lane Road
Montgomery, AL 36116
Phone: (334) 284-8016



Focusing Instruction on Reaching Students' Talents

Parent–Student Handbook 2005-2006

Jacqueline D. Campbell
Principal

Deidre McCray
Assistant Principal

TABLE OF CONTENTS

Attention Parents/Guardians:

You will receive written notification ten days prior to any changes in school policies and/or procedures listed in this book are implemented.

Principal/s Message.....	3
Mission, Philosophy, and Core Values.....	4
School Faculty and Staff.....	5
2005-2006 School Calendar.....	6
Bell Schedule	7
Student Assessment Schedule	8
About Our Programs and Assessments	9
School Policies and Procedures.....	12
Excused/Unexcused Absences.....	13
Retention and Promotion.....	14
Check-Outs/Check-Ins/Tardies.....	15
Medical Concerns.....	16
Child Nutrition.....	17
Uniform Dress Code.....	18
General Information of Interest to Parents/Guardians.....	19
Positive Behavior Support Plan.....	20
Behavior Support Strategies.....	22
Reading, Homework, and Textbooks.....	24
Gifted/Quest Program.....	25
Parent Connection.....	26
Positive Behavior Day.....	27
School Communications.....	28
School Supply List (Kindergarten).....	29
School Supply List (1 st Grade).....	30
School Supply List (2 nd Grade).....	31
School Supply List (3 rd Grade).....	32
School Supply List (4 th Grade).....	33
School Supply List (5 th and 6 th Grades).....	34
Attachments – Attendance Policy, Montgomery Public School 2005-2006 & Family/School Involvement Compact	
Parent-Student Review Signature Page <i>(Please sign, detach, & return to teacher)</i>	



One of the first things parents and visitors encounter when they visit Seth Johnson is our friendly, professional staff and an inspiring learning environment. Seth Johnson is strategically positioned to serve the surrounding community. All learning takes place in a quiet, nurturing setting under the watchful supervision of dedicated teachers who utilize cutting-edge technologies to deliver student-centered instruction.

Our overall and daily mission is to provide students with a positive, safe, and caring learning environment and to do it in a professional and first-class manner! We will endeavor to build and foster an atmosphere conducive to each child reaching his/her fullest emotional, intellectual, and social potential.

OUR CORE VALUES AND BELIEFS

What We Believe...

- Given the proper setting along with a competent and dedicated staff, all students are capable of succeeding. We achieve this by insisting on an environment that inspires and is organized for learning.
- In setting high academic standards and nurturing students so they want to exceed standards.
- Diverse instructional methods and a variety of learning experiences should be utilized;
- School should be conducive to the evolution of the total child by fostering the development of self-discipline, positive self-concept and good citizenship.
- Students should be afforded the multiple and recurring opportunities to explore and enhance their creativity through creative writing, arts, music, and drama.
- We're here to prepare students to succeed and make meaningful contributions in an ever-changing society.

OUR PHILOSOPHY

Our philosophy is simple—*All Students CAN LEARN through instruction focused on helping students discover their talents while challenging and maximize their abilities.*

School Faculty and Staff

2005 – 2006



Jacqueline Campbell, Principal
Deidre McCray, Assistant Principal
LaKiska Stokes, Schoolwide Instructional Assistant (SIA)
Sonya Mocks, Reading Coach/School Facilitator-CSR
Lolita Miller, Reading Coach
Sonya Mocks, Reading Coach/Facilitator
Marie Jackson, Secretary
Subrena Davis, Bookkeeper

Kindergarten

Samanthia Richardson
 Cherri Autrey
 Janice Graves
 Jackie English
 Loretta Adams

Fourth Grade

Qiandra Griffin
 Jacqueline Oliver
 LaTonya Bedgood

Physical Education

Pamela Williams
 Charles Brooks

First Grade

Deborah Johnson
 Pamela Ramey-Holley
 Quinetta McPherson
 Delray Powell

Fifth Grade

Rhonda Smith-Wilson
 Norma Bishop
 Yolanda Goodson

Special Education

Felicia Nunn
 Royale Brown
 Pamela Taylor

Second Grade

Melanie Marsh
 Brenda Riggs
 Schronna Brown
 Rosemary Hall-Zenor
 Theresa Davis
 Valerie Mickles

Sixth Grade

Vera Spears
 Piper Cartwright
 Catina Johnson
 Sandra Mason

Guidance Counselor

Mary Williams

Technology Coordinator

Carol Lamar

Third Grade

April Boatwright
 Shirley Waters
 Kaotrice Curry
 Aliesha Davis

Media Specialist

Joyce Brown

Music

Derek Handy

Aide

Carolyn Russell

Lunchroom

Wanda Williams (Mgr.)
 Allean Jones
 Barbara Shelby
 Mary Cooper

Custodian

Marie Taylor
 Emma McCary
 George Hudson
 James Boggs

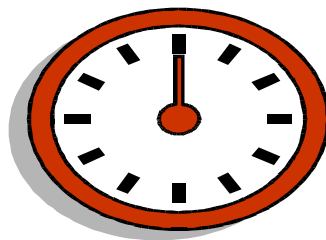
Dorothy Stringer

School Calendar 2005-2006



Staff Development	Aug 10-12, 2005
Kindergarten Orientation Open House	August 12, 2005 (5:00-6:00 p.m.) August 13, 2005 (9:00-11:00 a.m.)
First Day of Students	Aug. 15, 2005
Final Day for Students	May 23, 2006
Staff Development (No school for students)	Oct. 10, 2005 Jan. 4, 2006 Feb. 20, 2006
School Holidays	Labor Day , Sept. 5, 2005 Veterans Day , Nov. 11, 2005 Thanksgiving , Nov. 21-25, 2005 Winter Holidays , Dec. 21-Jan. 4, 2006 King & Lee Birthdays , Jan. 16, 2006 Spring Break , Mar. 20-24, 2006 Weather Day , Apr. 14, 2006

BELL SCHEDULE



TIME	BELL	ACTIVITY
7:15 – 7:45 a.m.	Breakfast	All students who wish to eat breakfast should report to the cafeteria and remain until 7:45 a.m.
7:45 a.m.	Bell 1	Report to Homeroom
7:55 a.m.	Bell 2 Tardy	Late students accompanied by a parent must report to the office, sign in, and receive a tardy pass before reporting to homeroom.
8:05 a.m.	Bell 3	Protected Reading Block begins—No Interruptions!! Reading Block Ends: Gr K-3 =10:45 a.m. Gr 4 th =10:00 a.m. Grs 5 & 6 th = 9:35 a.m.
3:00 p.m.	Dismissal Bell	Students should exit the campus immediately. Campus should be cleared of all students by 3:15 p.m.

Note: Field trips, extracurricular activities, and/or disruptions **will not** be scheduled during the **State Department of Education (SDE)** assessment windows.

Student Assessment Schedule

2005-2006



Testing Period	Grade	Assessment
August 17 – August 30, 2005	1 - 12	STAR and DIBELS
October 3-7, 2005	3 - 12	End of 9 weeks Post-test (Math)
December 15-20, 2005	3 - 12	End of 9 weeks Post-test (Math)
January 13-27, 2005	1 - 12	STAR and DIBELS
February 28, 2006	5	Alabama Direct Assessment of Writing
March 6-10, 2006	3 - 9	End of 9 weeks Post-test (Math)
March 6 – April 14, 2006	Special Population K - 12	Alabama Alternate Assessment
April 3- 7, 2006	3 - 8	Stanford Achievement Test
April 10-14, 2006	3 - 8	Alabama Reading and Mathematics Test
May 3-16, 2006	1 - 12	STAR and DIBELS
May, 18-23, 2006	3 - 12	End of 9 weeks Post-test (Math)

Note: Field trips, extracurricular activities, and school-related summative assessments **will not** be scheduled during the **State Department of Education (SDE)** assessment windows.

About Our Programs and Assessments

PROGRAMS

Alabama Reading Initiative (ARI): The Alabama Reading Initiative (ARI) is a statewide K-12 initiative managed by the Department of Education. The goal of ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative provides teachers training to help them teach in proven and effective ways, specifically by integrating the best practices of phonics and the whole-language approach to teaching reading.

Seth Johnson Elementary School is an Alabama Reading Initiative site. Teachers in Grades K-3 participated in summer training sponsored by the Department of Education to help strengthen reading instruction. To ensure that reading instruction time is maximized, the reading block is protected—**NO INTERRUPTIONS!**

Direct Instruction: DI Corrective Reading provides intensive intervention for students in Grades 3-12 who are reading one or more years below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students. Includes a point system based on realistic goals to motivate students who are often expected to fail.

Students in Grades 3-6 who are reading below grade level will be provided additional reading instruction with Direct Instruction.

Read Well: Read Well is a research based reading program that has been adopted by the Montgomery Public School System for kindergarten and first grade. It combines systematic phonics, mastery-based learning, and rich content. Additionally, it is composed of two components – age appropriate activities for the whole class, and small group instruction that meets individual student needs.

Students in second grade who are reading below grade level will be provided additional reading instruction with Read Well.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): DIBELS is an assessment given three times per year and is designed to assess 3 of the 5 Big Ideas of early literacy (Phonological Awareness, Alphabetic Principle, Fluency with Connected Text).

- Measures of Phonological Awareness:
 - Initial Sounds Fluency (ISF): Assesses a child's skill to identify and produce the initial sound of a given word.
 - Phonemic Segmentation Fluency (PSF): Assesses a child's skill to produce the individual sounds within a given word.

- Measure of Alphabetic Principle:
 - Nonsense Word Fluency (NWF): Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar "nonsense" (e.g., fik, lig, etc.) words.

- Measure of Fluency with Connected Text:
 - Oral Reading Fluency (ORF): Assesses a child's skill of reading connected text in grade-level material word.

Students will be assessed on the following measures:

Grades	DIBELS Measures
K	ISF, NWF, PSF
1	NWF, PSF, ORF
2-6	ORF

Accelerated Reader (AR): The Accelerated Reader program is a computerized program that tests reading comprehension. Students select books on their reading level, read independently or with a buddy, and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Students get a percentage of these points based on how many of the test questions they get right. The program tracks their progress over the course of the school year.

Students in Grades K-6 will be expected to keep a reading log of the books read and parents will be expected to listen to their children read a minimum of 20 minutes nightly.

STAR Reading: The STAR reading program is a norm-referenced assessment for students in grades 1 through 12 that measures students' reading comprehension. It provides Grade Equivalent (GE) scores as one measure of reading achievement. For each student assessed, STAR Reading also provides a Zone of Proximal Development (ZPD) to help teachers match appropriate books to students. A student's ZPD represents the range of book readability levels that is neither too hard nor too easy, and is the level at which optimal learning takes place.

ASSESSMENTS

Stanford 10 and the companion Otis-Lennon School Ability Test, Eighth Edition (OLSAT 8), are used to annually assess students in Grades 3-8.

- Reading assessment tests vocabulary and comprehension in Grades 3-8 and word study skills in Grade 3.
- Mathematics assessment tests mathematics procedures and problem solving in Grades 3-8.
- The language assessment tests language mechanics and language expression in Grades 3-8.
- Science assessment includes life science, physical science, earth/space sciences, and the nature of science in Grades 5 and 7.
- Social science assessment includes: history, geography, civics and government, and economics in Grade 6.

Alabama Reading and Mathematics Tests (ARMT) are criterion-referenced tests based on Alabama's academic content standards in reading and mathematics. The ARMT is administered in grades 3-8.

Alabama Direct Assessment of Writing: Alabama fifth graders participate in the A.D.A.W. each spring. This assessment measures each student's ability to write in one of three modes: descriptive, narrative, or expository.

Note: School improvement, safety, and parental involvement plans are available in the front office and may be reviewed upon request.

POLICIES & PROCEDURES

POLICIES & PROCEDURES

Attendance (effective 2005-2006)

All students enrolled in the Montgomery Public School System, regardless of age, are required to be in continuous attendance at their designated school. The *Code of Alabama* (16-28-15) requires a written note from the parent/guardian which stated the reason for the student's absence. Failure to furnish a written explanation for the absence may result in the student being considered truant with the knowledge of the parent/guardian as the person in control of the student. Make-up work will be given for all excused absences.

Any student in grades K-6 who has accumulated more than the ten (10) unexcused absences for the school year will be retained. Any student in grades 7-12 who has accumulated more than five(5) unexcused absences in a semester per class will be denied credit for the semester in that course. Required court appearances, official school field trips, and physician verified absences do not count toward this total number of absences.

Parents or guardians of any student having a chronic ailment that may cause the child to miss school during the year are required to provide the school with a clinical or doctor's statement verifying the child's condition at the beginning of the school year. The statement shall reflect the nature of the child's illness and state that the child may have to miss school from time to time due to illness. Failure of parent/ guardian to provide the school with a chronic ailment statement can result in unexcused absence accumulation, and referral to Juvenile Court.

❖ Enrollment

All students entering Montgomery Public Schools as full-time students at the beginning of the school term shall be registered and in attendance by the first day of school. Exceptions may include military assignments, job transfer, moving from another country, state, etc.

Excused Absences

Written documentation must be submitted within three (3) days after the student's return to school.

The following reasons will be considered for excused absences:

1. Illness
2. Legal quarantine
3. Court-required appearance
4. Death in the immediate family (Parents, Guardians, Grandparents, Aunts, Uncles, Siblings).
5. Inclement weather which could be dangerous to the life and health of the child as determined by the superintendent
6. Emergency conditions as determined by the superintendent and conveyed through the principal
7. Prior permission of the principal with request from the parent/ guardian (Parents should complete the Prior Approval of Absence form, which must be signed by the principal before the absence takes place.)
8. Head lice- excused for only three days.

Unexcused Absences

1. Truancy
2. Missing a bus or ride
3. Suspension
4. Trips unauthorized by principal
5. Birthdays or other celebrations
6. Any absence for which a written excuse was not provided within three (3) days
7. Any absence or tardy due to dress code violation
- ❖ **Make-Up Work**

Make up work shall be provided for any excused absence from a class or school. On the day of the student's return to school, the student/ guardian will arrange with the teacher a timeline for the make-up work to be completed. If the student fails to turn in the missed work by the deadline, the student will receive a zero for the missed work. If the absences are for more than five (5) consecutive days, all teachers will establish a reasonable timeline, not to exceed two weeks, for submission of make-up work. Extenuating circumstances will be considered.

Retention and Promotion

Grading in the Regular Program (K-6)

Any student in grades K-6 who has accumulated more than ten (10) unexcused absences will be retained.

Retention in Kindergarten

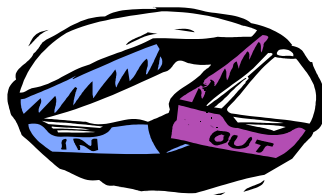
Because kindergarten is not required in the state of Alabama, the teacher, parent, or guardian, and principal must agree upon the necessity for retention of a kindergarten child based on records kept by the teacher. Appeal of the decision may be made to the Department of Teaching and Learning in writing.

Promotion/Retention in the Regular Program (Grades 1-6)

1. A student in grades 1-5 must pass on grade level reading and math for the year to be promoted to the next grade.
2. A student in grade 6 must pass on grade level reading, math, and science for the year to be promoted to the next grade.

See Attachment – Attendance Policy for MPS, 2005-2006

Check-Outs/Check-Ins/Tardies



Check-Out Procedures

- If it is necessary to check a student in, the parent/guardian should report to the office upon arriving to campus, sign the student in on the check-in sheet. Only persons whose names appear on the school's registration form/card may check out students, unless the school verifies permission with the parent/guardian.
- If checking a student out, the parent/guardian should report to the office upon arriving to campus and request the child for check-out, and sign the child out on the check-out sheet.
- Students checked out before 11:30 or checked in after 11:30 a.m. will be recorded as absence for the day. For safety reasons, students are released only to those listed on the MPS registration card (blue card).

PLEASE NOTE: PHOTO IDENTIFICATION WILL BE REQUIRED IN ORDER TO CHECK-OUT A STUDENT.

Check-Ins/Tardies

Students are required to report to school no later than the official beginning of the school day and to be on time in all classes during the day. Each school will devise procedures that will ensure compliance with this regulation.

Check-ins/tardies are excused for the same reasons as absences. Tardiness for any other reason is unexcused and may result in disciplinary action.

Check-ins, check-outs, and tardies for more than fifty (50) percent of the class period will be considered an absence from the class period missed and will be treated as any other absence. In order to be excused, a written explanation for the time missed must be submitted and will follow the same guidelines for excused or unexcused absences.

MEDICAL CONCERNS

Illness

If a child becomes ill at school, every effort will be made to contact the respective parent(s) or guardian(s). Should check-out become necessary, please follow the Check-In/Check-Out Procedures. Be sure telephone numbers/emergency contact information on your child's registration card are current so that concerned and designated parties may be contacted in case of an emergency. The office will note these changes on your child's registration card.

Medication

Students requiring prescription medication while on school property will have it administered by a school employee. School employees will not administer non-prescription medicine. No medication will be given to a student unless the medication permission form (available in the Code of Student Behavior Booklet) is completed, signed, and returned by the parent/guardian. If your child requires the use of an inhaler, a written doctor's statement must be provided to verify that the medication is prescribed. Prescription bottles must be clearly labeled to reflect the child's name and specific directions. It is your child's responsibility to go to the office at the times prescribed for the medication.

Allergies

It is vital that the school be aware of any allergies your child may have. Please indicate any allergies (food, insects, etc.) on the child's registration card and also notify the teacher of the same.

Contagious Diseases

For certain diseases, a student must be excluded from school for the number of calendar days listed below. A note from your doctor may state an earlier return is permissible.

Disease	Days Excluded
Chicken Pox	7 days
Measles	7 days
Mumps	9 days
Scarlet Fever	21 days

Juice and Snacks

Students may purchase juice and snacks Monday – Friday for \$.50 each.

Procedure for Withdrawal

Should it become necessary for you to withdraw your child from Johnson Elementary, please notify the school office twenty-four (24) hours in advance.

CHILD NUTRITION

Free/reduced meal applications will be made available to students during the first week of school. **Please note that if there is more than one child in a household attending a Montgomery public school, parents should fill out the “Multi-Child Application,” listing all children in the household on that form.** All students who were eligible for reduced lunches last year (in the Montgomery system) will continue on last school year’s status until new forms are processed. Our lunchroom offers a “self-serve” lunch program.

Students must select foods from at least three of the basic food groups. If your child is allergic to any of the major groups, you may discuss this problem with our food service manager. Please provide a doctor’s statement as to the specific allergy. Fast food or other restaurant containers with food or drinks are not permitted in the lunchroom according to the Federal Child Nutrition Program. If your child is allergic to milk, you must provide a doctor’s statement. Should you choose to send an alternative drink, it must be placed in a thermos or plastic bottle. Glass containers are not allowed. Students bringing their own lunches from home may purchase milk at school.

Breakfast served:	7:15 – 7:45 a.m.	Breakfast Prices: Full price \$.75 Reduced price \$.30 Adult breakfast \$ 1.25
Lunch		Lunch prices: Adult lunches \$2.00 Student lunches \$1.50 Reduced lunches \$.40 Extra milk \$.35

Uniform Dress Code



2005 – 2006

UNIFORM DRESS FOR GIRLS

Skirt/Jumper – Solid color khaki, shorts, skirts (straight, pleated, wrap-around) or jumpers are required. Shorts, skirts and jumpers must be no more 2” above the knee.

Shorts/Slacks – Solid color khaki slacks or uniform shorts are permitted. Shorts must be no more than 2” above the knee. (Note: No baggies, No sagging)

Shirts – Solid white or gold, long or short sleeve. All shirts must be tucked at all times.

Undershirts – Undershirts or camisoles are to be solid white. (No red, black or blue)

Sweaters – Solid gold or white cardigan sweaters or windbreakers may be worn. Heavy coats and jackets may not be worn during class in the classrooms.

Shoes – Closed-end shoes. No sandals or flip-flops will be worn.

Belts – Belts are required and will be worn with pants or skirts having belt loops.

UNIFORM DRESS FOR BOYS

Shorts/Slacks – Solid khaki slacks or uniform shorts are permitted. Shorts must be worn no more than 2” above the knee.

Note: no baggies, no sagging, etc. Pants must be the correct sizes.

Shirts – Solid white or gold, long or short sleeve. All shirts must be tucked at all times.

Undershirts – Undershirts or camisoles are to be solid white. (No red, black or blue)

Sweaters – Solid gold or white cardigan sweaters or windbreakers may be worn. Heavy coats and jackets may not be worn during class in the classrooms.

Shoes – Closed-end shoes. (No sandals or flip-flops.)

Belts – Belts are required. Belts **Must** be the correct waist size.

PANTS MUST BE PULLED UP AROUND THE WAIST. SAGGING PANTS WILL NOT BE TOLERATED!!

**Students are expected to wear uniform
everyday, Monday - Friday!**

Of INTEREST TO PARENTS/GUARDIANS Of INTEREST TO PARENTS/GUARDIANS

1. Parents of Seth Johnson Elementary students are welcomed and encouraged to visit the school at any time during the regular school day to follow their child's schedule, to observe the instructional program, and to volunteer. Visitors should stop at the main office to obtain a visitor's pass upon arrival at the school.
2. **If a parent does not wish to have corporal punishment considered as a discipline option, the parent must request in writing that it is not to be administered under any circumstances.** It is the responsibility of the parent /guardian to make sure that a written, dated objection to corporal punishment is submitted annually to the principal's office (Referenced on the MPS Registration Card).
3. Johnson students are expected to abide by the policies and procedures of the school system, the school, and individual discipline plans of their teachers.
4. The faculty, staff, and administration will monitor and discipline any student who is not behaving in accordance with school and system policies and procedures.
5. All monies submitted to Johnson must be in cash, money order, or cashier's check. **No personal checks will be accepted.**
6. The *Code of Good Student Behavior* adopted by the Montgomery Public School System will be adhered to in all appropriate matters.

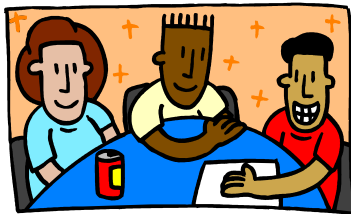
ADMINISTRATOR'S DISCRETION



In the event that an administrator finds that mitigating or unusual circumstances warrant a different punishment, the administrator is granted the authority to exercise good judgment in

applying a greater or lesser consequence than the established range stated for violation of a rule as indicated in the *Code of Good Student Behavior*.

Positive Behavior Support (PBS) Plan



In an effort to decrease the number of disciplinary referrals and to promote respect and kindness towards peers and adults, we are implementing a school-wide Positive Behavior Support Plan.

Goal of Positive Behavior Support Plan: Maintain a safe environment that is conducive for learning

Schoolwide Rules for Positive Classroom Behavior:

1. Enter and exit quietly.
2. Remain seated until given permission to stand.
3. Raise hand to speak.
4. Come prepared daily (Paper, pencils, textbooks, etc.).
5. Respect administrators, teachers, all adults, yourself, and other students.

Schoolwide Consequences for Negative Classroom Behavior

1. Verbal Warning/Conduct Check
(Teacher classroom management system)
2. Teacher-Student Conference
3. Note/Phone Call Home
4. Parent Conference
5. Counseling
6. Referral to Administrator

Schoolwide Rules for Positive Hallway Behavior:

1. Walk in a line on the third floor tile to right
2. Remain quiet in the hallway
3. Keep hands behind back or in pockets

Schoolwide Consequences for Negative Hallway Behavior

1. Sign notebook for negative behavior in the hallway

Schoolwide Rules for Positive Cafeteria Behavior:

1. Enter and exit quietly
2. No talking for 10 minutes upon entering
3. No breaking in line
4. Use proper table manners
5. Keep area clean

Schoolwide Rules for Negative Cafeteria Behavior:

1. Loose talking privileges
2. Schoolwide “silent lunch”
3. Student Isolation

Schoolwide Rewards for Positive Behavior

1. Grade Level Field Trips
2. Skate parties
3. Good Calls Home
4. Caught Being Good Rewards
5. Students of the Week/ Students of the Month
6. Recognition monthly at *Promoting Positive Behavior* programs

Other Behavior Support Strategies

Building-Based Student Support Team (BBSST) is a school-based, problem-solving approach to meet the needs of at-risk students in regular education classroom settings. Team members discuss issues related to specific individual needs of students and teachers and offer teachers assistance in resolving problems. This team is made up of regular program teachers, administrators, counselors and other individuals, as needed (ie. special education personnel), who pool their expertise to resolve many school and student issues.

This collaborative approach affords educators the opportunity to address concerns and find solutions and receive immediate support when confronting specific academic, social, and/or behavioral concerns regarding students. Simultaneously, referrals to programs outside the regular classroom are significantly reduced.

Parent Shadowing and After School Detention are strategies that Johnson Elementary School will implement to help keep students in school. The administration may ask a parent or legal adult guardian to attend class with his/her child for a full day in lieu of suspension when other measures to correct a student's inappropriate behavior has been unsuccessful. Also, After School Detention will be implemented to address inappropriate behavior. Parents are expected to pick up his/her child on time when assigned to after school detention.

MPS Behavior Intervention Center

Seth Johnson Elementary School will collaborate with the Parent Advocate and Liaison for Students Office (PALS--formerly Office of Community and Student Services) to meet the needs of our students and parents. The PALS office provides Extended day counseling services through the MPS Behavior Intervention Center.

Individual Counseling (Tuesday-Thursday) 4:30-7:00 p.m.

Elementary Group Counseling (Tuesday-Wednesday)

Group I: 4:45-5:30 p.m. Group II: 5:45-6:30 p.m.

- Self Esteem
- Conflict Resolution/Anger Management
- Social Skills

Secondary Group Counseling (Tuesday-Thursday)

Group I: 4:45-5:30 p.m. Group II: 5:45-6:30 p.m.

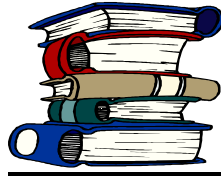
- Self Esteem (7 Habits of Highly Effective Teens)
- Violence Prevention (Get Real About Violence)

- Anger Management (Anger Replacement Training)

Parenting Group Sessions (Individual and Group)

Wednesday (4:30-7:00 p.m.)

Reading, Homework, & Textbooks



A student's ability to read is enhanced by daily reading at home. At Seth Johnson, we strongly urge each student to spend time reading for pleasure or interest each day. A minimum of 20 to 30 minutes of daily reading will significantly enhance students' reading skills. In addition to books of interest, newspapers, magazines, and journals may be included in their reading.

Expectations Regarding Amount of Time To Spend on Homework

The specific amount of homework assigned varies according to subject and grade level. The amount of time students spend in completing homework will also vary according to the individual student's ability level and personal work habits. These variables were important considerations when teachers, parents, and students collaborated to identify the appropriate amount of time a student should spend in homework study.

Grades K-3: 45 minutes, three or four nights per week.

Grades 4-6: 1 to 1 ½ hours, three or four nights per week.

Parents, Teachers, and Students Work Together on Homework

Students

- ❑ Record all assignments in your notebook.
- ❑ Be sure to include related directions with your assignments.
- ❑ Ask questions of your teacher to clarify the homework assignments.
- ❑ Seek help from teachers and/or parents to successfully complete difficult assignments.
- ❑ Establish a specific daily schedule to make time for completing homework.
- ❑ Establish a specific schedule/plan for completing long-term assignments.
- ❑ Stay organized by keeping your text, notebooks, and materials in order.
- ❑ Hand in (on time!) neat, accurate homework assignments.
- ❑ Do not forget to do your daily reading!

Parents

- ❑ Provide your child with a suitable, designated place in your home for homework study.
- ❑ Assist your child in developing routine home study habits including a scheduled homework time.
- ❑ Assist your child in developing schedules/plans for long-term assignments.
- ❑ Check and assist your child with homework on a daily basis.
- ❑ Encourage your child to contact the teacher with homework problems.
- ❑ Contact the teacher by note or by telephone if:
 - The child does not understand the homework.
 - The child cannot complete the homework in the recommended time
 - There are any homework concerns or issues.
- ❑ Support the daily reading time recommended for each student.
- ❑ Transport your child to school if an early morning help session has been arranged.

Textbooks

Textbooks are issued to students for use during the school year and must be returned at the end of the year. Custodial parents/guardian are liable for any loss or damage to textbooks. Damage fines or replacement costs (for lost) textbooks must be paid before another book can be issued. Textbooks must be covered and should not be written in by students. End-of-the-year report cards will not be issued to students with unpaid fines.

Gifted/Quest program

QUEST is: Questioning, Understanding, Enriching, Seeking, and Thinking

Gifted students are those who perform at high levels in academic and/or creative fields when compared to others of their age, experience, or environment. These students thrive on learning strategies, technologies, and services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

A student may be referred for the gifted program by teachers, counselors, administrators, parents or guardians, peers, self, or other individuals with knowledge of the student's abilities. Additionally, all second grade students at traditional schools will be observed as potential gifted referrals.

Montgomery County has selected the following service delivery options:

- K-2 Consultation (gifted specialist consults with general education teachers to address the needs of gifted students in the general classroom)
- 3-6 Resource room pull-out at the QUEST Enrichment Center housed at Dannelly Elementary School.

Information is gathered in the following three areas for each student referred:

Aptitude	Assessed through an individual or group test of intelligence or creativity
Characteristics	Classroom teacher creates a behavior rating scale designed to assess gifted behaviors.
Performance	Student must have least three indicators of performance at a gifted level, e.g. achievement test scores, grades, products, work samples, and/or portfolios, etc.

Scores from assessments used are entered on a matrix and points are assigned based on established criteria. The total number of points earned determines if the student qualifies for gifted services.

For more information contact Special Education Department 269-3808.

Parent Connection

Parent Connection

Parent–Teacher Conferences

Teachers are available for conferences with parents (by appointment) on a daily basis prior to 7:30 a.m. or after 3:00 p.m. If you wish to conference with your child’s teacher(s), please call the office to schedule an appointment. And remember when on campus, all visitors must first sign-in through the office and be issued a visitor’s pass.

Parent–Teacher Association (PTA)

Parents, guardians, and grandparents are important to Seth Johnson Elementary. Every parent/guardian should contribute something in order to enrich the educational environment for his/her child. You are invited and encouraged to join the PTA as well as volunteer your time and talents. Together, we can create a positive and caring learning environment where students’ needs are met.

Suggestions for Parental Involvement

<ul style="list-style-type: none"> • Join the PTA • Send needed classroom items • Listen to children read • Assist in beautifying buildings and grounds • Help with classroom presentations • Help with fund raisers • Assist in beautifying buildings and grounds 	<ul style="list-style-type: none"> • Listen to children read • Help with classroom presentations • Help with fund raisers • Volunteer time on PTA workdays • Help students with arts and crafts • Tutor a student • Play instructional games • Read to class • Check with your child’s teacher(s) for additional ideas
---	---

When volunteering, please remember to sign-in at the front office first as we must report the number of volunteers we have throughout the school year.

Parent Resource Center: For information about our Parent Resource Center, please contact the school at 284-9016.

Positive Behavior Day

Positive Behavior Day



Seth Johnson Elementary School proudly announces the implementation of *Positive Behavior Day (PBD)*. This monthly event is designed to recognize and reward students who exhibit positive behavior throughout the month and to increase parental involvement. Moreover, families will be afforded the opportunity to dialogue about effective parenting strategies and to sign up for specific duties around the school. Added incentives include free refreshments and sought-after giveaways. Make plans to join us this year.

PBD Schedule

<u>Dates</u>	<u>Place</u>	<u>Time</u>
Sept. 16, 2005	Library	1:30 p.m.
Oct. 28, 2005	Cafeteria	6:00 a.m.
Nov. 18, 2005	Library	1:30 a.m.
Dec. 16, 2005	Library	1:30 p.m.
Jan. 20, 2006	Cafeteria	6:00 p.m.
Feb. 24, 2006	Cafeteria	6:00 p.m.
Apr. 21, 2006	Cafeteria	6:00 p.m.
May 12, 2006	Library	1:30 p.m.

SCHOOL COMMUNICATIONS

SCHOOL COMMUNICATIONS

Signed Papers

Signed papers will be sent home every two weeks to inform parents/guardians of their student's progress. Parents should review papers with the student, sign, and return the papers to school to be kept on file. Please use the space provided on the signed papers envelope to communicate with your child's teacher(s) concerning his/her progress.

Reporting Period 1: August 15-October 7, 2005

September 15, 2005	Signed Papers #1
September 22, 2005	Mid Progress Report
September 29, 2005	Signed Papers #2
October 7, 2005	End of Grading Period #1
October 13, 2005	Report Cards Issued

Reporting Period 2: October 10 – December 20, 2005

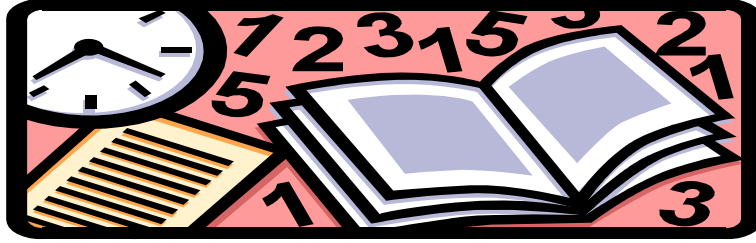
October 20, 2005	Signed Papers #1
November 3, 2005	Signed Papers #2
November 10, 2005	Mid-Progress Report
November 17, 2005	Signed Papers #3
December 8, 2005	Signed Papers #4
December 20, 2005	End of Grading Period #2
January 5, 2005	Report Cards Issued

Reporting Period 3: January 5 – March 10, 2006

January 19, 2006	Signed Papers #1
February 2, 2006	Signed Papers #2
February 9, 2006	Mid-Progress Report
February 16, 2006	Signed Papers #3
March 2, 2006	Signed Papers #4
March 10, 2006	End of Grading Period #3
March 16, 2006	Report Cards Issued

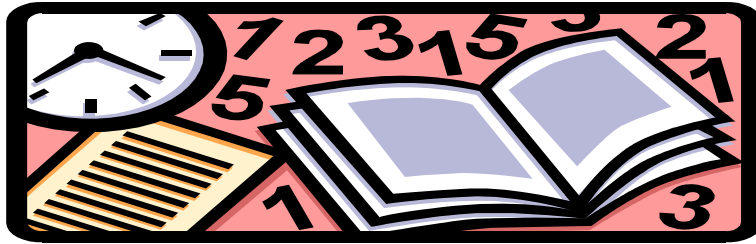
Reporting Period 4: March 13 – May 23, 2006

April 6, 2006	Signed Papers #1
April 20, 2006	Signed Papers #2
April 27, 2006	Mid-Progress Report
May 4, 2006	Signed Papers #3
May 23, 2006	End of Grading Period #4
May 23, 2006	Report Cards Issued



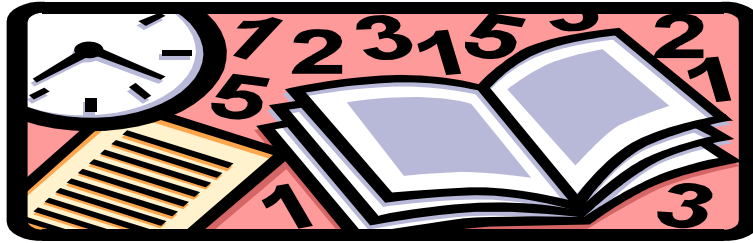
Kindergarten Supply List

- Clear Book Bag (no rollers) (1 each)
- 8-count Crayons 5 boxes
- Pencils (3 packages)
- 3-count Glue Sticks (5 packages)
- Scissors (1 pair)
- Construction Paper (1 package)
- Kleenex (4 boxes)
- Hand Sanitizer (2 bottles)
- Liquid Soap (2 bottles)
- 3-Count Paper Towels (2)
- Gallon Size Ziploc Bags (1)
- Quart Size Ziploc Bags (1)
- Kindergarten Writing Tablets (3)
- Plastic Ruler
- Band-Aids (2 boxes)
- White Xerox Copier Paper (2 packages)
- Crayon Box
- Lysol (1)
- Baby Wipes (4)
- Finger Paint
- Rectangle Erasers (12)



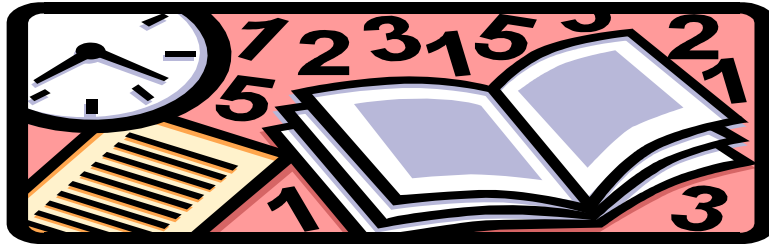
1st Grade Supply List

- Clear Book Bag (no rollers)
- Plastic Crayon Box
- Pencils (3 per day)
- 1st Grade Writing Tablet
- Loose Leaf Wide Ruled Notebook Paper (2 packages)
- Composition Notebook (1 black & white cover)
- Scissors (Fiskars-Sharp Point)
- Glue Stick (1)
- Elmer's Glue (1 bottle)
- Crayons (box of 24)
- Ziploc Bags (girls – quart size / boys – gallon size)
- Two Pockets Folder (2 - no prongs)
- Paper Towels (3 rolls)
- Kleenex (4 large boxes)
- Hand Sanitizer (4 large bottles)
- Lysol (1)
- Index Cards (3 x 5)
- Erasers (1 package)
- Band-Aids
- Construction Paper (1 package)
- Copier Paper (1 package)



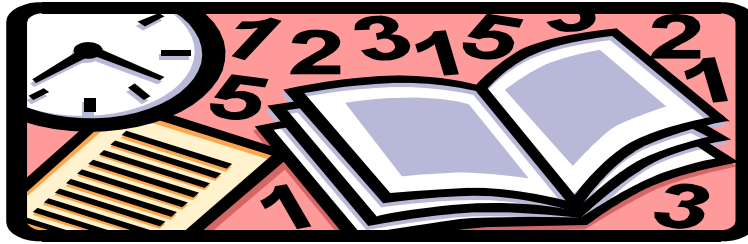
2nd Grade Supply List

Clear Book Bag (no rollers)
 Loose Leaf Wide Rule Notebook Paper
 Scissors (1 pair)
 Elmer's Glue (1 bottle)
 Glue Stick (2)
 Crayons
 Three Prong Folders (3)
 Paper Towels (2 rolls)
 Hand Sanitizer (2 bottles)
 Lysol (1)
 Band-Aids
 Kleenex (3 boxes)
 Ziploc Bags (1 gallon size)
 Ziploc Bags (1 quart size)
 Baby Wipes (2 containers - 80 ct.)
 Index Cards (2 – 3 x 5)
 Composition Notebook (1)



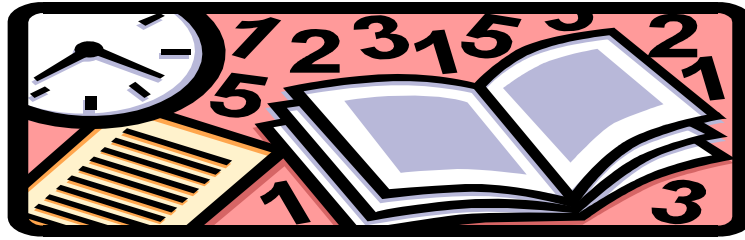
3rd Grade Supply List

Clear Book Bags (no rollers)
12 Folders (prongs and pockets)
Pencils (2 boxes of 10 count)
Wide-Ruled Notebook Paper
Crayons
Glue Sticks
Blunt Scissors
Paper Towels (3 rolls)
Kleenex (4 boxes)
Lysol
Baby Wipes (1)
Hand Sanitizer (2 bottles)
Band-Aids (1 box)
Ziploc Bags (1 gallon size)
Ziploc Bags (1 quart size)



4th Grade Supply List

- Clear Book Bag (no rollers)
- # 2 Pencils (2 packs)
- Crayons (1 box of 8 count)
- Washable Markers (1 box)
- Colored Pencils (1 box)
- Folders With Prongs:
(3-red, 2-green, 3-yellow, 2-purple, 2-orange, 3-blue)
- Wide Ruled Loose-Leaf Paper (2 packs)
- Glue Sticks (4)
- Blunt Scissors (1)
- Kleenex (4 boxes)
- Index Cards (3 x 5 and 4 x 6)
- Paper Towels (4 rolls)
- Band-Aid (1)
- Hand Sanitizer (2 bottles)
- Baby Wipes (2 boxes)
- Standard/Basic Calculator (1)



5th & 6th Grade Supply List

- Clear Book Bag (no rollers)
- 3-Prong Folders (8 various colors)
- Filler Notebook Paper (no spiral notebooks, binders, or trapper keeper)
- Pencils (no mechanical pencils)
- Pencil Sharpener (with a cover)
- Red Pen (s)
- Crayons (16 count)
- Thesaurus
- Hand Sanitizer (2 bottles)
- Paper Towels (2 rolls)
- Kleenex (2 boxes)
- Freezer Bags (1 gallon box)
- Sandwich Bags (1 box)
- Dictionary (1)
- Index Cards
- Elmer's Glue Sticks
- Markers (6th grade only)
- Scissors
- Construction Paper
- * Pencil (1)
- * Paper (1)

* To Be Kept In Classroom

WE APPRECIATE YOUR HELP
AND
THANK YOU IN ADVANCE FOR YOUR SUPPORT!



Please sign and have your child sign this page to submit to your child's homeroom teacher. Signatures verify that both parent/guardian and child have read the contents of this handbook and are willing to adhere to the policies and procedures contained in it.

Parent/Guardian: _____

Student: _____

Date: _____

Date: _____

Please sign, detach, and return to homeroom teacher!