

Bernard T. Janney Elementary School

4130 Albemarle Street NW
Washington, DC 20016
tel:(202) 282-0110
fax: (202) 282-0112

Principal: Norah Lycknell
Assistant Principal: Linda Sell

High on a hill in Tenleytown,
There stands a school so dear,
The blue and white will stand the test of
each and every year.
Our motto has remained the same.
Respect is our one rule.
We honor our community,
our Janney School.

- J. Block

Welcome to Bernard T. Janney Elementary School. Janney is a neighborhood school that has served the Tenleytown area since 1925. An integral part of the community, the school depends on the deep commitment of the parents and staff who value public schooling.

Learning is a lifelong process. We live in a world that inspires our wondering about so many ideas and cultures. We each have a unique and special voice, and schooling should develop and foster that individuality. It is our responsibility at Janney, with the help of each family, to understand and best support the emotional, cognitive and physical well-being of each student. This requires a supportive educational setting that takes time to address individual needs and work with families. Because supporting student development also requires nurturing staff, Janney strives to create a rich professional community where teachers can work collaboratively engaging in conversations about instruction and authentic student work.

We believe in the practice of efficacy and that all children can achieve at high social and academic levels if they have the right tools and supports. It is our duty to develop the capacity of every child. We use feedback to develop confidence, celebrate effort and reward growth to maximize efficiency and effectiveness.

Janney strives to provide all students the opportunity to gain the critical skills to foster and maintain a love of learning and discovery. Children need to be able to think critically and analytically. They should be able to work in a group as well as alone. They should be able to communicate orally and in writing, both in English and ideally in another language. Students should be able to express themselves through art, music, dance, theater, sports, and use of technology.

At Janney, we have 20 classrooms serving pre-K through 5th grade students. While pre-K space is limited, the school serves all other students residing within the designated boundary area who wish to attend. As space permits, students from across the city are welcome to come and be a part of the Janney community.

The school serves special education students in the least restrictive environment and thus does not have a self-contained resource room. The school has a full staff of special education co-teachers, a social worker, a speech pathologist, an occupational therapist, and a psychologist to support all students in their classroom environments. The Janney community emphasizes inclusion by advocating for a diverse student body and promoting an understanding of different backgrounds, cultures, and learning needs.

The school has an active commitment to community service and finding meaningful ways for students to be engaged in the local community and other national and international causes. We strive to educate children to become citizens who will be champions for civil and human rights as well as for the environment. Janney should leave students asking more questions about the world in which we live while taking responsibility for active citizenship.

We welcome you as part of the Janney community and look forward to working to support the growth and development of your child.

SCHOOL VISION AND PURPOSE¹

Janney prides itself as being a community of learners that promotes respect and responsibility.

Janney strives to cultivate in its community the skills, values, and confidence to support a lifetime of learning, leadership, and service. The school encourages children to be joyful, active learners who are confident and ethical citizens of the school community and can apply this to the larger global community. Students will be able to discover and appreciate their own voice, to listen to others, to express themselves verbally and in writing, to think critically, to solve problems in creative ways, to work cooperatively with others and to use technology to promote understanding and communication. While at Janney, students will deepen their knowledge in language arts, history, geography, math, science and fine arts through a rich, coherent curriculum that reflects the diversity of the world in which we live and takes full advantage of the resources in the DC area. The school's core values promote:

Achievement. Children learn in different ways and each educator differentiates instruction to help all students meet high standards. When students perceive meaning and relevance in their work, they are most motivated to learn. Various assessments are used continuously to monitor student learning and inform instruction.

Inquiry. Students and educators are life-long learners who value intellectual curiosity and are self-motivated to pursue and advance knowledge and understanding. The curriculum emphasizes depth over breadth of coverage, with the goal of developing habits of mind such as inquiring into causes, marshaling resources, seeing from multiple perspectives, and applying learning to new situations. We strive to integrate the arts into other subject areas to promote deeper levels of inquiry and learning.

Equity. The school community is committed to assuring that all students in the school have an enriched education and are held to high expectations for student achievement. The school works with children to challenge prejudice, respect differences, and recognize that multiple perspectives inform human experience.

Collaboration. The school community works toward common goals through active communication. All members of the school community -- including students, teachers, parents, administrators, and support staff -- participate in the school. The school promotes professional collegiality by finding avenues to continually discuss the practice of teaching and learning.

Reflection. Reflection, research and the sharing of ideas is important to the Janney community.

Experimentation. The school community fosters a spirit of experimentation and discovery among children and educators. The school community encourages its members to be entrepreneurial and accept that some programs will succeed and others will not. Janney strives to provide a safe place where children and adults can be curious, take risks, and be adventurous.

(This statement is informed by the work of Henry Slavin and consultation with other schools, Janney students, faculty and parents.)

Academic Program

Janney fulfills its mission with a wide variety of programs that address the unique qualities of all its students. School-wide academic approaches include implementation of Reading and Writing Workshop and Everyday Math. School-wide climate and culture approaches include Responsive Classroom and Positive Behavior Support.

- Reading Workshop: Students gain tools for selecting and comprehending literature, thereby developing the skills needed to be successful readers. Over the course of the year, students read many books and are encouraged to do as good readers do in exploring different genres, authors, and texts.
- Writing Workshop: students learn what it means to be a writer—how writers think, plan, compile, revise, and share their work.
- Everyday Math: Everyday Mathematics is a complete Pre-Kindergarten through Grade 5 curriculum that embraces many traditional goals, such as mastering basic facts and computing proficiently, as well as an ambitious new goal: substantially raising expectations with respect to the amount and range of mathematics that students can learn.
- Responsive Classroom: The Responsive Classroom is an approach to learning in the classroom that focuses upon the importance of the social curriculum for all learners. This approach helps to develop good social skills and set guidelines for positive interactions with others.
- Positive Behavior Support: Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBS provides an operational framework for achieving these outcomes.
- Additionally, all students receive instruction in Science and Social Studies in their general education classroom and all students take one period of Art, Library-Book Sign-out, Library Research, Music, Physical Education, and Spanish each week.

Early Childhood Program (Grades Pre-K through 2). Pre-kindergarten and kindergarten are full-day programs for children who are four and five-years-old, respectively, by September 30. In addition to the school-wide practices mentioned above, the Early Childhood Program focuses on developmentally appropriate practice and individualized instruction. As educators, the early childhood teachers recognize the fact that the school plays a major role in the social, as well as the academic, development of the child. Children in the Early Childhood Program are encouraged to internalize and embrace those concepts and beliefs which will foster better relationships with others in the school as well as within the community.

Teachers provide many opportunities for children to engage in activities where they learn to work together cooperatively in large and small groups, to respect individual strengths and differences, to problem solve in more meaningful ways, to help establish and understand rules and logical consequences, and to appreciate, practice, and see the value in using common courtesies when working with others.

Through the implementation of the Responsive Classroom approach, children continually practice those social skills which will insure their social and personal growth as contributing members of the school and society as a whole.

Intermediate Program (Grades 3, 4 and 5). The goal of the Intermediate program is to provide support to all students as they learn and grow through the intermediate level. The students should become independent learners who take pride in their accomplishments through group projects, collaborative problem solving, and respect for others. Ultimately, while supplying each student with basic knowledge, the program provides the foundation to "learn how to learn" through recognizing the merit of others as well as themselves. These children of the twenty-first century will need to be able to adapt to new professions and skills that we can only imagine today.

The academic transition encompasses time management, choices, independent work, and accountability. The social transition begins with the long process of entering adolescence. This starts with the wrestling with fairness issues, to working well in groups, to developing decision making skills, and finally the emergence of the adult personality. This change begins in the fourth grade.

Fifth Grade Transition: In addition to covering academic curriculum, Janney's 5th graders are preparing for entry into middle school throughout the year. Research skills such as note taking, outlining and writing bibliographies are refined. Among the special transition activities offered during the year are:

- Deal Buddy Day
- Fifth Grade Parent Orientation
- Transition Workshops
- Class Trip
- Fifth Grade Promotion
- Fifth Grade Clap-outs

Afternoon Dismissal

In the afternoon, classes are dismissed to various doors by grade. Parents should not go to a child's class during the day to pick up a student. Please report to the main office and the child will be called. Parents should limit early dismissals unless absolutely necessary as students lose valuable instructional time any time they are not in class.

Attendance

School attendance is required for all students who reach five years of age on or before December 31st of the current school year.

School hours are 8:40 am to 3:15 pm. Students should not be dropped off prior to 8:35 am. Certain days are set aside for professional development.

Students who arrive at school after 8:50 am must sign in the tardy log in the front office. Students who leave school early must sign out in the early dismissal log.

Parents should notify their child's teacher and the Main Office in writing when absences can be anticipated. For unanticipated absences, the school should be notified on the day of the absence and a note to the teacher (including the reason for the absence) should be sent when the student returns to school.

The following absences may be excused:

- death in the student's immediate family,
- illness of the student (those absent due to illness for more than 5 days must provide a doctor's certificate),
- observance of a religious holiday, and
- medical reasons such as a doctor's appointment. (Please do your best to schedule these appointments outside of school hours.)

If a student is absent, parents will receive an automated ConnectEd call. If the absence is unexcused, parents will also receive a call from their student's teacher. A set of progressive responses, as outlined by DCPS policy, will take place if a student has multiple absences. If a student has a regular pattern of tardiness, the parents will receive a phone call informing them of this problem.

Climate

Janney has adopted a school pledge outlining rules with regard to respect, responsibility, and safety (see pledge next page.) Students in 2nd through 5th grades are asked to discuss this pledge with parents and sign, noting their understanding of school policies. The pledge should be discussed with children in the younger grades.

Additionally, the school uses the Positive Behavior Support (PBS) approach to discipline. PBS focuses on improving student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible.

Discipline manifests itself in self-control, character, orderliness and efficiency. Students are expected to put forth their best effort and to conduct themselves in a manner that will promote a safe, orderly learning environment. The teacher will use the Responsive Classroom approach to explain, re-explain and explain again the school and classroom rules and teachers will model and help students display the expected behaviors to the children.

The use of PBS supports the implementation of Responsive Teaching by establishing a systematic approach to addressing inappropriate, disruptive behavior. Any inappropriate behavior will not be tolerated by the teachers and/or staff and will subject the student to corrective measures. Corrective measures will be logical and designed to support the student's understanding of expectations for appropriate behavior.

Janney follows the revised Chapter 25 Discipline Codes for DCPS. Participation in the musical, band and other school events are viewed as a privilege. Behavior issues at school can lead to a student being asked not to continue participation in a Janney activity and, in severe cases, suspension.

Communication

There are a number of ways to find out what is going on at Janney and to talk about specific issues related to your child.

- Parent-teacher conferences are scheduled three times a year: fall, winter, and spring. Typically these conferences are for 15 minutes.
- Back to School Night is September 17 from 7:00 – 8:30p.m. This event provides an opportunity for parents to meet their child’s teachers (including specialists) and to learn about the year’s programs and curriculum goals, school goals, and modernization.
- Each Tuesday, students are sent home with a Take Home Tuesday envelope. Important information regarding school events, field trips, and classroom activities and assignments come home in this envelope. Envelopes should be signed by a parent and returned to your child’s teacher on Wednesday.
- The Janney website (www.janneyschool.org) is an important source of information about school activities. Many teachers now maintain their own pages to keep parents posted on classroom activities and assignments. The DCPS website is <http://dcps.dc.gov/portal/site/DCPS/>.
- Teachers will develop communication plans to ensure regular communication with parents and families.
- Classroom concerns: If parents have a concern, they should contact the classroom teacher directly, then, if necessary, they should contact Ms. Lycknell.
- Meeting with the Principal: Ms. Lycknell keeps her own schedule. Should a parent need to request a meeting, contact her via email at norah.lycknell@dc.gov. She usually responds to phone messages within one working day. Meetings will be scheduled before or after school.
- ConnectEd is used to inform parents about meetings and events at various times throughout the year.
- LSRT, PTA, and SIT meetings are held on a regular basis.

Cybrary

Janney's library, known as the "Cybrary -- The Exploring Zone" is the hub of the school. Located on the third floor, the Cybrary includes over 12,000 media, an automated circulation system, a word processing center, and multiple research stations. It is used for instruction in library and technology skills, research, study, and recreational reading. The Cybrary is equipped with up-to-date computers and a mobile laptop lab.

All students visit the Cybrary weekly for structured activities, and the Cybrarian uses this time to train students in grades 3-5 in keyboarding, word processing, using CDs and the Internet to conduct research, creating multimedia presentations, creating databases, and using spreadsheets. The writing

of a research paper is a major project for grades 4 and 5 each year. There is an instructional plan for each grade level that is based on library and technology standards and is integrated with each class's curriculum. The Cybrary is also open for classes to come in under the direction of the classroom teachers to do research, use CDs or the Internet, or to do projects such as multimedia presentations. Students are also scheduled for a weekly 20 minute read aloud and book check out period.

DC3 Collaborative

Janney ES is a member of DC Collaborative for Change (DC3). Partner schools include: Brent ES, Hyde ES, Mann ES, Maury ES, Miner ES, Montgomery ES, Orr ES, Smothers ES, and Webb-Wheatley ES. The DC3 schools are committed to employing instructional strategies which focus on students as individual learners. We also believe that the social curriculum is as important as the academic curriculum. Practices which unite the schools include balanced literacy (Readers and Writers workshop), the Everyday Math curriculum, and Responsive classroom. Administrators, teachers, and staff from across the 10 schools participate in professional development together. We also provide opportunities for students and families across the Collaborative to come together.

Dress Code

While there is no formal dress code, the school expects students and staff to wear appropriate attire, including safe footwear.

Please note that all students are required to wear sneakers or tennis shoes and pants/shorts for physical education classes. This attire is safe, appropriate, and comfortable for your child to participate in any class activity. No sandals, dresses, or skirts are allowed for physical education class.

Early Dismissal

Parents, guardians, and other approved caretakers need to report to the office and sign the Early Dismissal book before a student may be allowed to leave the school grounds. No student may leave the school grounds without being signed out by an authorized caretaker. Caretakers should not go to the classroom to pick up a child. The child will be called to the office and the authorized caretaker should wait in the front foyer.

Parents are encouraged to send notes from home if an early dismissal is needed. This practice will assist the teacher in making arrangements so that disruptions in the school day are minimized and ensure the student receives any relevant homework or announcements before leaving for the day. Students will not be released without written authorization by the parent or legal guardian.

Emergencies and Inclement Weather

In the event Janney closes early and/or is evacuated because of an emergency, parents will be notified via school personnel or parent volunteers. If a situation occurs that requires relocation of students, large posters will be placed outside the school indicating where to pick up your child.

Throughout the year, we conduct one emergency evacuation drill and fire drills about once a month. We conduct these drills to prepare our school in the event of a real emergency situation. Therefore, you should be aware that your child may discuss the occurrence of these drills with you.

Alternative Location

(Emergency Evacuation):
363-4119

St. Columba's Episcopal Church

Emergency Contact Number:
576-6950

DCPS Division of Security

Snow, rain, and excessive heat may result in closure, early dismissal, or delayed opening. Information will be available on local radio and television stations:

- Radio: WAMU (88.5 FM), WHUR (96.3 FM), WMAL (630 AM), WOL (1450 AM), WTOP (1500 AM, 107.7 FM), Radio America (1540 AM in Spanish)
- Television: Channels 4,5,7, and 9, cable channels 8 and 28.
- DC Website: <http://dcps.dc.gov/portal/site/DCPS/>

You may hear an announcer refer to a code concerning school closings. Here is what these codes mean:

- **Code Red:** Schools and administrative offices are closed. Only essential personnel report to work.
- **Code Yellow:** Schools are closed. Administrative offices are open.
- **Code Green:** Schools open for students and teachers two hours late. Administrative offices open on time.
- **Code Orange:** Schools and administrative offices open two hours late.

Field Trips

Field trips are scheduled throughout the year to provide Janney students with unique learning opportunities outside the classroom. Participating students are required to submit a completed field trip permission form. These forms will be sent home by your child's teacher and provide specific information on the purpose of the trip, destination, date and time, type of transportation (bus, cars, Metro, walk), and the cost per student. Students must travel to and from field trips with the teacher (not the parent or caregiver). Students may only travel with a parent if the student is not present at school that day when the class leaves for the trip or if they are signed out at the main office by the parent prior to traveling with them. Once a student is present at school they are the responsibility of the classroom teacher. Traveling with a parent in these circumstances creates a legal liability for teachers.

Parents have two payment options to support Field Trip costs. They may pay a one-time activity fee, which also covers activities planned by the classroom teacher and room parents, of \$75 or they may pay for trips as they are scheduled. Considering the number and type of field trips a class takes, parents may be asked to provide additional funding.

Health

The Health Suite is open during school hours for students with illnesses and injuries that occur during the school day. The school nurse also conducts a variety of screenings (vision, hearing, scoliosis, blood pressure), assists students with chronic illnesses, and teaches health-related classes. Guidelines are as follows:

- Children with a temperature over 100 or who have been vomiting within the last 24 hours should be kept home. Children diagnosed with a contagious disease such as strep throat or pink eye should be kept home until completing the first 24 hours of antibiotics.
- District of Columbia law requires that any medicine to be taken during the school day, whether prescription or over-the-counter, must have a completed Medication Authorization Form on file in the Health Suite. There are no exceptions. Medication administration forms are available in the Health Suite.
- All medications must be brought to the Health Suite by the parent and given to the nurse.
- Medications must be provided as they come from the pharmacy (labeled with the child's name, dosing instructions, etc.)
- If a student requires an over the counter preparation such as Tylenol, this form is still required and a sealed bottle or box of the medication must be provided labeled with the student's name.
- Do not send medication in your child's backpack or lunch box for self administration.
- No medication is permitted to be taken from the health suite on field trips. The following immunizations are required: DTP, polio, MMR, Hib, Hepatitis B, and Varicella (this may be waived if the child has had chickenpox). Students who do not have the required immunizations or proper paperwork may be excluded from school. Please call the Health Suite if you have questions about your child's immunization status, or if you would like information on locations and hours of free immunization clinics.
- Physical exams, dental exams, and current immunization certificates are required for all students entering pre-K, K, 1st, 3rd, and 5th grades. Parents must complete the first two pages of the health certificate. Your child's physician should complete pages 3 and 4.
- Allergies: If your child has allergies, especially to food, medicine, or bee stings, let the school nurse know immediately in writing so it can be noted on the student's health record and the teacher can be notified. If the allergy is life threatening, please see the nurse regarding the physician's orders for medication at school. Because epi-pens are not taken on field trips, parents or a designated adult, must attend field trips with students requiring this level of treatment.

- Head lice: PTA volunteers check all students at the start of school and after winter and spring breaks. If your child contracts head lice, please notify the school nurse immediately so that his or her class can be checked as well. Janney policy requires that all eggs must be removed before returning to school. Information on how to deal with head lice at home and school are available from the nurse.

Questions about these guidelines or about your child's health should be directed to the school nurse at 282-0063.

Janney Extended Day (JED)

The before and after school program (Janney Extended Day) is a self-supporting and funded by Janney families who have children enrolled in the program. Programs philosophy is to provide a safe, orderly environment staffed by qualified adult supervision in activities that are designed to be both recreational and educational, and which includes structured and unstructured time. Our goal is to give every child the opportunity to acquire and develop skills and interests in areas like: arts and crafts, sports and games, promote personal independence and participate in various activities that will develop an appreciation for the outdoors. To meet this mission we must provide a quality setting for all children of all ages. The program is open to any student who resides within the Janney community, on a first-come, first-served basis. Hours of operations 7:30am – 8:30am and 3:15pm – 6:00pm with 6:30 late stay options. For more information please contact Glen Sitney at (202)362-2685.

Janney Jamboree (Morning Arrival):

In the morning, students participate in Janney Jamboree, a daily gathering designed with the purpose to build community, celebrate successes, recognize growth, and foster communication between staff, parents and our students. It also serves, as an additional benefit, to start the day in a positive and focused direction. The Jamboree is designed in line with our vision and values in creating a community of learners with regard to equity, collaboration, reflection, achievement, experimentation and inquiry. We will also focus on the qualities of respect and responsibility in establishing a productive school culture and climate.

Parents will be asked to drop off students at the front of the building (Albermarle Street) and/or escort their students from the front to the Jamboree gathering area on the greentop. The side gates on the 42nd Street side will also be open for access.

Teachers and staff members receive their students beginning at 8:35, with the Jamboree opening at 8:40 and ending at 8:45 when staff and students will enter the building. As parents are welcome to participate in the Jamboree, this is an opportunity for staff to engage in brief, informal conversations, to collect notes, and to conduct other housekeeping tasks. Parents may stand in line with their student or gather in the designated parent gathering area.

A variety of activities will occur during the Jamboree, including community building, announcements, Janney pride events, reviews of expectations, classroom performances, and celebrations. These activities will be matched to the current needs of the students and of the school as a whole.

A schedule of Jamboree activities will be distributed through the weekly newsletter in the Take Home Tuesdays envelopes.

Lost and Found

The lost and found area (box and clothes rack) is located against the side wall of the auditorium for any missing articles of clothing. All unclaimed items are donated to charity every week due to space limitations and the potential for lice infestation. Please check the lost and found area regularly.

LSRT

Each D.C. Public School has an LSRT. The purpose of the LSRT, which is comprised of the Principal, six teacher representatives, six parent representatives, a PTA representative, and a student representative, is to improve student outcomes through shared decision making. The LSRT serves in an advisory capacity to the Principal by:

- Receiving and making appropriate recommendations regarding plan development
- Monitoring and assessing the implementation of the school plan
- Using assessment results to develop and modify specific strategies for school improvement
- Ensuring compliance with established guidelines, contracts, and District rules

Additionally, the LSRT acts as a conduit between the parents, teachers, broader community, and the school administration. The LSRT supports and advises the Principal on matters related to Teaching & Learning, Leadership, Job Embedded Professional Development, Resources, Safe & Effective Learning Environment, and Family & Community Engagement.

The LSRT meets monthly, and communicates with the Janney community through the school's weekly newsletter and through email "blasts" when there are important developments to share.

The members of the 2009-2010 LSRT are:

- Ms. Norah Lycknell, School Principal
- Mary Osterman, Teacher Representative
- Shellie Wood, Teacher Representative
- Tawana Franklin, Support Staff Representative
- Camille Anderson, Teacher Representative
- Lauren Rockwell, Teacher Representative
- Nichole David-Martinez, Teacher Representative
- Cheryl Ohlson, Parent Representative
- Allison Feeney, Parent Representative
- Jane Varner Malhotra, Parent Representative
- Tracey Scarrow, Parent Representative
- Andrew Cohen, Parent Representative
- Willa Morris Parent Representative

Meals

Students in grades 1 – 5 have 20 minutes for lunch in the multipurpose room and 40 minutes for recess (outside as weather permits). Pre-K and K students eat lunch in their classrooms and go out for recess from 12 noon – 1p.m.

There is a peanut-free table for those with nut allergies, and several other “food free” rooms as well.

- Students who have allergies or serious health problems may have medications secured in the health suite for use during the school day.
- Staff will be informed of students with medically fragile conditions who may require medication and or treatments
- Students who require medication on a daily, emergency, or as needed basis, must have a completed Medication Authorization Form on file in the Health Suite. The top half is completed by the parent, the doctor completes the bottom half.

School breakfast is offered daily for 70 cents and lunch is offered daily for \$1.25. Milk costs an additional 35 cents. Prices are valid as of August 24, and are subject to change. Students may not use the vending machines or microwave in the staff room. Application forms for subsidized breakfast and lunch are distributed to all students during the school registration process.

Pre-K and Kindergarten students have morning snack in their rooms. Parents share in the responsibility for providing snack with a schedule set at the beginning of the year.

Proof of Residency

Every student must provide proof of residency in the Janney school district and certification of immunizations each year. Parents should submit residency information and immunization forms to the Janney office, between 9:00 am and 4:00 p.m., by the date designated by DCPS.

Parent Teacher Association

Janney's Parent Teacher Association (PTA) designs, solicits funds for, and implements a wide range of programs that complement and enhance the educational and other programs offered by D.C. Public Schools. Its priorities are determined by input from Janney's parents, teachers and staff, and SIT.

The Janney PTA accomplishes these things through close to 40 volunteer committees, whose mission ranges from arts education, school communication, and community outreach, to instructional support, facilities and grounds maintenance, and fundraising.

The Janney PTA Executive Board leads and coordinates PTA programs. Its membership consists of presidents, vice presidents, treasurers, and, secretaries, the Janney principal, and a Janney teacher co-president.

The full membership of the Janney PTA meets on the second Tuesday of each month from September through June. All members of the Janney community are encouraged to join and attend.

2009-2010 PTA Meetings:

All PTA meeting for 2009-2010 will take place in the Multipurpose room at 7:30. The first meeting is September 8th. Additional 2009-2010 meeting dates are:

- Dec 8
- Feb 9
- Apr 13
- May 11
- June 8

PTA 2009-2010 Executive Board Members**Co-Presidents**

Jonathan McHugh, jmchugh40@mac.com

Scott Cheney, scott@parosgroup.com

Faculty Co-Presidents 282-0110

Maureen Leventhal, maureen.leventhal@k12.dc.us

Fran McCrackin, fran.mccrackin@verizon.net

Heather Roy, heatherroy83@gmail.com

Principal 282-0110

Norah Lycknell, norah.lycknell@dc.gov

Co-Vice Presidents/President Elect

Karen Harris, karenh@gmail.com

Pippa Trench, ptrench@mac.com

Co-Treasurers

Gerry Gretschel, ggretschel@gmail.com

Dan Rosenthal, danrosenthal@mac.com

Co-Secretaries

Elizabeth Levenson, Elizabeth_levenson@yahoo.com

Diane Schiff, dianneschiff@hotmail.com

2008-2009 Co-Presidents

Rennie Anderson, rennie.anderson@stanfordalumni.org

Lucy Smiles, lucysmiles99@yahoo.com

PTA-LSRT Liaisons

Lucy Smiles & Rennie Anderson

PTA-SIT Liaison

Jonathan McHugh

Progress Reports

Midterm reports will be sent home for students receiving 1's. The schedule for midterm reports according to DCPS for the 2009-2010 School Year is:

Distributed
September 25
December 4
February 23
May 11

End of Advisory Reports are sent home four times a year. The schedule for end of advisory reports according to DCPS for the 2009-2010 School Year is:

Distributed
November 13
February 5
April 15
June 17

Recess

Research consistently shows that students need breaks as time to process learning and refresh for future lessons. In addition, these relaxed sessions allow students to exercise, build social skills and freely express themselves. Our recess schedule is as follows:

- Morning Recess: All PreK and K students; Recommended for 1st - 5th graders
- Mid-Day Recess: All students
- Afternoon Recess: Recommended for PreK and K students; Optional for 1st - 5th graders

Because of Janney's belief in logical consequences, the loss of recess will occur only in the case when an undesirable behavior is directly associated with the recess period or with the significant loss of time in the classroom because of behaviors that should be reserved for recess time (excessive playing, etc.). It should be noted that "recommended" and "optional" both suggest the discretion of the teacher, based on the other types of "breaks" that are taken and an evaluation of the needs of the students. Factors such as student fatigue, developmental milestones, social/emotional needs, and learning rigor will all be used to determine these needs.

Room Parents

Room parents assist classroom teachers by coordinating parent support to the classroom. In collaboration with the teacher, room parents help organize field trips, parties and special classroom events.

School Improvement Team

The School Improvement Team (SIT) plays an important role in Janney's programs. DCPS policy requires that a School Improvement Team (SIT) be established to participate in the

development of the education specification and schematic design for the school's improvements. Janney has been scheduled for major capital improvements starting in January 2010. The SIT is expected to remain in existence through the end of construction and be available to receive updates, consult on issues that arise during construction, and disseminate information to the wider Janney.

Notification of whole-body SIT meetings, SIT committee meetings, and community forums will be provided to the Janney Community. In addition, updates will be provided to the broader Janney community after each meeting and at General PTA meetings regarding progress and outcomes of the modernization design and construction.

SIT Committees include:

- Design
- Construction
- Program
- Community Outreach

School Pledge

SCHOOL PLEDGE

Responsibility: I am responsible for my own actions.

I will always come to school prepared.

I will arrive at school each day on time at 8:40. (After 8:50, a student is marked as tardy.)

I will enter the school in an orderly fashion, walk in the hallways, stay to the right on the stairways and halls, and speak in an indoor voice.

I will keep my school's bathrooms neat by throwing away trash, flushing the toilet, and turning off the water after I wash my hands.

I will help keep my school clean by throwing away trash.

I will make lunch pleasant by using good table manners, speaking in my restaurant voice, cleaning up my area, and taking home uneaten food.

Respect: I will show respect for Janney, others, and myself.

I will always use appropriate language and speak politely to adults and other children by using words like *good morning, please, thank you, and excuse me.*

I will treat others as I want to be treated, by being kind and friendly, and by welcoming others to play.

I will never hit or hurt someone intentionally.

I will respect the property of others.

I will follow instructions and cooperate with all the adults at Janney in the classrooms, in the hallways, in the lunchroom, during assemblies, and on the playground.

Safety: I will promote a safe school environment.

I will play appropriately on the playground by staying in my assigned area. I understand that the balls stay on the blacktop to play basketball, four squares, and the circle game, but not wall ball. I will use the playground equipment appropriately, and I will not play contact sports.

I will inform an adult or peer mediator whenever there is a problem at Janney.

I will follow proper procedures during fire and other emergency drills.

I will walk with a buddy in school.

As a student at Janney Elementary School, my family and I have read and agree to the pledge. The consequences for not being responsible may include time out, peer mediation, loss of playground privileges for a period of time, community service, completion of a behavior form or in the case of intentionally injuring another student or property, possible suspension. We understand the expected behaviors and the possible consequences for inappropriate behavior at school. We want Janney to be a place where we respect each other, take responsibility for our actions, and where we are safe.

Student and Parent Agreement

Student:

I have read the School Pledge. I understand the philosophy and expectations around Respect, Responsibility, and Safety described in the Pledge and as a member of the Janney Elementary School Community of Learners, I agree to abide by the Pledge at all times.

Student Name _____

Student Signature _____ Date _____

I have read the School Pledge along with my student. I understand the philosophy and expectations around Respect, Responsibility, and Safety described in the Pledge and as the parent of a Janney Elementary School student, I agree to encourage and support my student in his/her growth and learning around these expectations.

Parent Name _____

Parent Signature _____ Date _____

Security

The school doors are locked from 9:30 am until 2:30 pm. Please use the entrance system located outside the front door. Once you enter the building, please sign in with the security guard, indicate with whom you have an appointment, and receive your visitors pass. Please be sure to wear your pass at all times.

The back gate will be closed daily at 8:15a.m. The primary reason is for the safety of our students. This is an automobile entrance, not a pedestrian throughway. All staff are required to arrive by 8:00a.m, so no Janney related auto access should be necessary after 8:15. Additionally, limiting pedestrian traffic during morning arrival and Janney Jamboree of non-Janney community members improves the safety of our students.

Gates on the 42nd Street side of the school are open for pedestrian traffic, and for safety reasons, are monitored beginning at 8:30 through the end of Janney Jamboree.

Special Events

The following events are perennials on the Janney calendar.

Awards Assembly: At the end of the year, awards are given to recognize students for extraordinary service, performance, and achievement.

Book Fairs: Book sales at Janney benefiting the school.

Fall/Spring Picnic: Two evenings of good food and informal socializing on the school grounds. New families enrolled for the upcoming year are also invited to the spring picnic.

Field Day: Janney's physical prowess is celebrated in the spring with a variety of relays, races, and other games.

Open Houses: Two open houses are held during the school year (November and March). These events are open to all in the community and parents to observe classes and learn more about Janney.

Reading Rodeo: In the spring, the pre-K and K classes participate in a day of pony rides, Western costumes, and a cookout to celebrate their progress in learning to read.

Student Activities

Art Club: The Art Club is open to 4th and 5th graders. Members help the art teacher with various tasks, including cleaning up, sorting, display, and doing art projects of their own. The Club meets weekly during a recess period. Interested students must write a two-paragraph essay on why art is important to the student and what skills he or she could bring to the art room. Students must also get parental permission in order to participate.

Chess Club: There is a chess club for students in 4th grade.

Community Service Activities: Janney has a strong tradition of community service. Each month, the school provides a full dinner for a homeless women's program with students participating in food preparation. Other activities have included a fall food drive, collection of toiletries boxes during the holidays, an annual walk-a-thon for the homeless, and choral presentations for the homeless at St. Columba's church.

Book Buddies: Intermediate grade students are paired with primary grade students and meet weekly to read books together. This program helps children improve reading skills and helps develop a sense of school community.

Band: The Janney Band is open to 4th and 5th graders. The band offers once a week group instruction by a specialist and a full band rehearsal once a week. The band meets before school.

Janney Assistant Cybrarians: Janney Assistant Cybrarians (JACs) help check out materials on the computerized library system and work with technology, including using video and digital cameras to record classroom and school events. 4th grade students are invited to apply each spring.

Notebusters: The Notebusters chorus is open to 1st through 5th graders. It meets once a week after school. The chorus performs at the winter and spring concerts and at the spring picnic.

Peer Mediation: Peer Mediation is now offered in every public school in the District. Two students from every 4th and 5th grade classroom are trained how to mediate a problem without taking sides or making the situation worse. (Students are recommended by the teacher and then approved by the parents and the principal). This training takes place over the course of three days at the beginning of the year. The purpose of peer mediation is to assist students in solving their own problems so they do not always have to go to an adult. The mediators follow a script; mediation is done confidentially. No one else sees the papers or notes. The solution is a written agreement between the disputants. The mediator follows through making sure the disputants keep the agreement. If they don't follow through or the situation worsens then it is handed over to the principal and the solution is decided by an adult.

Orff: Orff is open to 4th, and 5th graders and other students with previous recorder experience. The club meets weekly after school, playing recorders of all sizes as well as Orff instruments. The repertoire ranges from Renaissance to rock. **Safety Patrol:** Students in the 3rd, 4th, and 5th grades can volunteer to be safety patrols. Patrols act as crossing guards at the intersection of Albemarle and 42nd Streets and assist students being dropped off by car in front of the school.

School Musical: Janney students stage a musical production each winter. 4th and 5th graders are invited to audition. Recent productions include "Bye Bye Birdie," and "The Wiz."

Student Council: The Student Council includes representatives from grades 1 through plus officers elected by students in grades 4 and 5. The students also elect a student representative to the School Improvement Team. Elections are held in the spring for terms beginning the following fall. The Student Council provides leadership and representation from the students and organizes a range of activities, including community service.

Student Support Programs

Counseling: The school counselor is available as a resource to work with children, parents, and teachers. The counselor is also responsible for the standardized testing program and is available to help students and parents interpret test results. He or she assists the 6th graders with junior high transition activities including registration for classes at Alice Deal Junior High.

English as a Second Language (ESL): This program provides additional support to students with limited proficiency in the English language and helps these students have a successful school year. Each year approximately 20 students at Janney are eligible for the ESL program.

Special Education: Janney School has developed a model inclusion program for special education. All identified students operate out of their regular classroom with their peers. Special services and instruction are combined with classroom instruction whenever possible and most intervention comes in the regular classroom. Services are available to identified students who have been formally assessed as having a disability (learning, emotional, or physical) as well as to students who would benefit from support and early intervention. Every classroom has a special education teacher working alongside the regular classroom teacher for part of each week.

Testing: Ongoing diagnostic assessment is an integral element of schooling. Formal and informal instruments are used and the results of these tests aid staff in designing the instructional program. However, test results are not used for instructional grouping or promotion. Standardized tests are administered to grades 3 through 5 each year. Test results are shared with parents. The counselor is available for interpretation of results.

Technology

Janney has an Acceptable Use Policy (AUP) regarding use of the school's computers. Each student and his or her parent must read the AUP and sign it together before the student is allowed to use the Internet.

Technology is an important component of teaching and learning at Janney, and the evidence of how it is enriching student learning can be seen in every classroom. Technology is integrated to support teaching and learning; students also learn to use technology and software. The technology program at Janney is supported and guided by the Cybrary Committee, which is comprised of administration, teachers, and parents, under the leadership of the Cybrarian. The school also has a technology plan which is constantly being reviewed and updated.

In addition to the iMac lab in the Library, there are 3 laptop carts with wireless access to the internet available to teachers for instructional use with their classes in the classroom. There are 3 Smartboards in the school for instructional use by teachers. We also have a LED projector, digital cameras, video cameras, and scanners available to support classroom instruction. Janney uses technology to address alternative learning styles and needs as well as to prepare our students to be strong contemporary and independent learners.

Tutoring

Janney teachers who will be tutoring students on campus after school hours are required to have a written agreement with the student's parents and submit those agreements to the administration. Additionally, teachers will submit a tutoring schedule to the administration so students can be located and accounted for while remaining on school grounds after school hours.