



EDMUNDS ELEMENTARY SCHOOL
STUDENT & PARENT HANDBOOK
2017-2018



MISSION STATEMENT:

"To educate all students for the present and for the future.
To help prepare students to participate in, influence
and shape their own future."

Revised: October 31, 2017

Student & Parent Handbook

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EDMUNDS ELEMENTARY SCHOOL

Home of the Mighty Timberwolves



Dr. Michelle Mathias
Principal

299 Main Street ~ Burlington, VT 05401
(802) 864-8473 (Office) ~ (802) 864-2166 (Fax)

Trish Palmer
Admin. Assistant

August 14, 2017

Greetings and welcome to Edmunds Elementary School,

We are excited to see all of our "old" friends and the new friends who will be arriving at EES for the first time. **The first day of school, Wednesday, August 30th, with school starting at 8:10. We will have supervision beginning at 7:45 and breakfast will be available at that time as well. Wednesday's dismissal is 1:50.**

It has been a busy summer for me, wrapping up responsibilities at EMS as the new leadership team comes up to speed, finishing hiring for EES and preparing for my daughter's wedding which is just a few days from this date. I also had the opportunity to participate in training in the area of Restorative Practices and am excited about moving to incorporate those practices here at EES. The team that attended the training will work first with the faculty and staff before we begin the work with students. There will be more information about that as the year progresses so keep reading the Friday Flash.

Please be sure to read through this package of information. There is important information about updating your student's records in our online system. The District has made the decision **that student's whose records have not been updated by Sept. will not be able to attend school until their records are updated.** Please understand that this is an issue concerning our ability to contact you in case of an emergency. If you need assistance on this, we will be happy to help you here at school.

Arrival – Where does your student go?

- Kindergarten, 1st and 2nd grade will wait on the blacktop next to the school (see markings on the pavement to indicate grade and first initial of last name of their teacher)
- Grades 3-5 will wait on the soccer field.
- Students wanting breakfast will be able to get it beginning at 7:45 in the cafeteria. At 8:00 they join their classes outdoors.
- The teachers will come out to pick up the students for the first two months of school. After that, we hope that as students are able to demonstrate that they understand and can meet the expectations, we will transition to allowing them to enter the building themselves.

Morning Drop Off – USE CAUTION!!

Morning is a busy time for all. Despite the rush that we are all typically in, *please approach our grounds with caution*, patience and an understanding that we have over 300 youngsters on campus. There are a yellow school buses that need to be able to access the front of the building. We will ask vehicles that are blocking the passage of those buses to move as they need to drop off and pick up students at other schools as well.

- **Maple St. Driveway**

The Maple St. drive into the campus is not for drop offs. This is an area that is used by walkers, and those using bicycles and scooters. The driveway is intended for EES and EMS staff for access to parking. Driving through the campus for drop-off is dangerous for students at EES and adds an element of danger for EMS students as they cross in front of the driveway to get to school.

To drop your child off on the south side of the school, have them use the wide sidewalk areas adjacent to the Champlain Campus on Maple St. or pull over anywhere along South Willard and let your child off at the sidewalk. There is a crossing guard at the

intersection of Maple and South Willard and they can safely walk on sidewalks to our campus. We have many walkers coming in from that direction every day so your child(ren) can join them.

- **Main St.**

The drop off area will still have our wonderful volunteers. Please hug your child goodbye before getting to the horseshoe so that we can keep the traffic moving quickly and safely. Please ask your child to be ready to get out of the car with their backpacks when the volunteer opens the door. A volunteer will open the door to let them out.

- **Parking (before and after school)**

Please park only in the designated spots on campus (there are only 2). There are 15 minute spots along Main St. and spots along South Willard and Maple St. When waiting for your children at the end of the day, it is best to park on the street and walk in.

The spots designated as handicapped are reserved for those with a handicap license. We have several families that need access to the handicap spots and it makes it extremely difficult for them when the spots are taken by those who do not need them. Everyone needs to get to work and parking can create significant traffic issues, including holding up the school buses that serve all the schools in the city.

New Faculty at EES

We are pleased to be able to introduce several new faculty members.

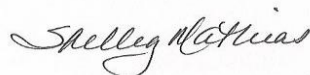
- Meaghan Johnson is joining us as our new 2nd grade teacher. Mrs. Johnson has moved from Spokane, WA where she taught for three years.
- Carol Caroscio has joined our Special Education team. She has been a BSD Special Educator for On Top and we are delighted to have her expertise here at EES.
- Heather Hollingsworth is also joining our Special Education team as our Speech and Language Pathologist (SLP). Heather
- Lacey Stone will be our Building Based Substitute. She's moved here from Texas where she was an elementary teacher for 3 years.

Communication – Friday Flash, EES Blog

Please be sure to read the Friday Flash every week to see what is happening at EES. Also, please sign up on the EES Blog for stories as they happen. All you'll need to do is provide your email address for the blog and you'll get email notifications as we update the blog with news.

We hope that you and your family will join us in the many activities planned over the course of the year. Getting to know the members of your school community is part of what makes your child's experience at school memorable.

Sincerely,



Dr. Michelle B. Mathias

ACCESS - SCHOOL ENTRANCE PROCEDURE:

Edmunds Elementary School is now a secure building. Students and parents can enter the front door which will be unlocked until 8:30. After that, the door will be locked and there will be an individual in attendance to help those wishing to come in. Should no one be at the window, please use the buzzer on the right hand side of the door and you will be greeted via an intercom.

All visitors must sign in and get a Visitors badge. We also have volunteer passes for those who come frequently to volunteer. Please sign out when you leave. The sign in and out sheet provides us with important information should there be a fire. Faculty and staff have been instructed to request anyone who does not have a visitor's pass to return to the entrance and get one. **If you enter the building before 8:30 and plan to be in the building after that time, please stop and get a Visitor's badge.**

Parents needing to pick up children for doctor's appointments do not need to go to the office. You can give the information to Janice Hughes and students will join you in the front lobby. If you want to go to the office, you will have to sign in and get a Visitor's Badge.

ARRIVAL TIME & PROCEDURES:

Getting a good start includes being able to arrive and be part of the morning routines in a calm, relaxed fashion. For this reason, we ask that you help your child to get into the habit of arriving early - targeting 8:00 as an arrival time to be sure they get a solid start to their day, and by 7:50 if they want to have a hot breakfast.

Please note the morning routine:

Breakfast: All students are eligible for a free breakfast and may go to the cafeteria after 7:45 am.

First Bell: 8:08 (Students enter the building)

Second Bell: 8:10 (students in seats)

Tardy: After 8:10

* Thursday mornings we will be entering the

building at 8:05 to accommodate our Whole School Celebrations which we hope to begin at 8:10.

Students who arrive at school before 8:05 may wait outside the entrances they are using to enter the building or may come in for breakfast in the cafeteria. Students should observe the EES expectations while waiting to enter the building. Supervision will be provided beginning at 7:50 AM.

The BUS SCHEDULE & FEE:

Elementary school students are eligible to ride city buses for free while going to and from school. The Neighborhood Special bus routes are basically the same as last year.



To see an up to date bus route you should go to www.cctaride.org and click on "Schedules and Fares", choose "neighborhood specials" from the drop down menu. Scroll down to look for the routes with the word Edmunds in them.

- Buses generally arrive about 7:55 at school.
- Buses depart about 3:05 from South Union Street.
- If you are new to the school, check with children in your area who attend Edmunds for approximate bus pick-up times on your street. You may also call CCTA directly (864-2282) with specific questions. It is generally not wise to allow kindergarten students to ride the bus without a "buddy."

No dogs or pets please! Please check with the office before bringing a dog or any other pet on school grounds. Your dog may be very friendly but: a) Some people are afraid of dogs; b) Some people are allergic to dogs; c) It is a Health Department recommendation. School grounds start on the building side of the Main Street and Maple Street sidewalks. Please do not tie your dog up on the sidewalk and walk your child into school because many people walk to school and will have to pass your pet. This is for the safety of all of our students. Thank you in advance for your cooperation.

Morning Drop-off, Afternoon Pick-up and Parking at Edmunds Elementary!

The City of Burlington, Burlington School, parents and community members worked to insure a safer route to school for Edmunds students.

- CCTA bus loading and unloading for both schools is on South Union Street
- There is a clearly defined Crosswalk in front of the school which will be safer for pedestrians, keeping students on the sidewalk and eliminating the need to cross the horse shoe.
- Special Education bus loading and unloading will utilize the Edmunds Elementary horseshoe
- There can be no student drop off or loading from Union Street
- **The Elementary horseshoe is for drop off between 7:45-8:30AM**

The horseshoe will have *short term* visitor parking between the hours of 8:30 and 2:15. Please note:

- There is no staff parking in the horseshoe
- ***Right turn only when leaving the Elementary horseshoe, new sign, ticketed offense***
- All pull in parking on the north side of Main Street will be eliminated in front of the complex and
- **Please DO NOT drop off in the back of the building or park in the staff parking lot.**
- Use the metered parking spots on Main Street if you need to park.
- The City of Burlington has ticketed parents and staff members for parking violations. It is expensive (\$75). Please allow sufficient time to find parking.

Please be respectful of the volunteers assisting your child and of the other families. This is a busy and hectic time of day!

Dismissal time & procedures: Students are dismissed at 2:50 Mon., Tues., Thurs., and

Friday and 1:50 on Wednesday. Please note the following:

- Students exit through the front and side doors only.
- Students are not to use the back door due to lack of supervision.
- **No parking in the Main Street horseshoe from 2:30-3:00 P.M.**
- Parents/Guardians are asked to wait outside until dismissal in order to cut down on traffic in the hallways and to ensure that the students continue with their assignments.
- **On early release days, all students are dismissed at 11:30 A.M.**



Join the Parking Volunteers: We are looking for parents to help

with the parking committee. Please join the group and help keep drop-off safe, easy and stress-free. To volunteer, contact Dave Jenemann.

. A minimum of two volunteers are needed to staff drop-off each morning. We hope you will help!

TARDINESS: Promptness to school is very important. Students who are excessively tardy lose valuable learning time. The effects of tardiness are numerous:

- The child who is late misses important information and directions.
- Classmates lose instructional time because the teacher has to repeat information the tardy student misses. This is not fair to the students who arrive on time.
- Tardy students are learning bad habits which may lead to being late for other important activities.

It is the responsibility of the parent/guardian to see that their child is at school on time every day. All students arriving after 8:15 a.m. **MUST** report to the office to receive an admission slip to class. If at anytime it is observed that your child's tardiness is becoming habitual, the parent/guardian will be



asked to meet with the administration to discuss the problem

ATTENDANCE: Attendance on all school days is most important if a child is to get the most out of the program provided. Please make every effort to have your child in school unless he/she is ill.

As so many of our children walk and roll to school, it is imperative that we check on the whereabouts of any child who is absent but for whom we have no communication stating that they will be absent. This requires that we call every household/job site and alternate phone number until we have an adult who can confirm that they know where their child is. This is time consuming but is of paramount importance in insuring the safety of every student. Please help us by following the procedures below and letting us know where your child is or will be.

- You are responsible for informing the school when your child is absent. Please call 864-8473 ext. 7 the morning of the absence & send a note with the child when he/she returns to school. If calling before or after school hours, please leave a detailed message.
- After 5 absences, we will contact the parent/guardian in order to determine how we can assist you with your child's attendance.
- After 10 absences, the school will again contact the parent/guardian and ask how we can further assist you.
- After 15 absences, parents/guardians must have a conference with school personnel. School resource officers, State's Attorneys, SRS and other community agency officials may attend. Together, we will develop a plan to ensure the student's attendance at school. Support services will be offered. If a parent/guardian does **not** attend the conference without a valid reason, an affidavit about the student's

absences will be filed with the Chittenden County State's Attorneys office.

- After 20 absences, the school may file an affidavit with the Chittenden County State's Attorney office to seek court action.

Excused Absences:

Examples of excused absences are:

- Illness of the student (a doctor's statement may be required by school officials).
- An accident resulting in bodily injury to the student.
- A death in the immediate family of the student.
- An observance of an established religious holiday in line with the recorded specific faith of the student.
- A subpoena by a law enforcement agency or for a court appearance.
- Principal-approved participation in academic, vocational, or non-instructional activities.

A General Plan To Follow: Keeping Kids Home from School: A Parents Guide

Early in the morning it is often difficult to make a decision about whether or not your child is sick enough to stay home from school. With minor symptoms, you often cannot tell whether s/he is going to get better or worse during the course of the day. While Edmunds Elementary has an excellent nursing staff, parents should still read and follow the guidelines below when determining if your child should attend school or stay home:

The main reasons for keeping your child home are:

- if s/he's too sick to be comfortable at school or participate in educational activities
- to avoid spreading illness among other students and adults.

As a rule of thumb, a child should stay home if there is:

- fever of 100°F

- vomiting
- diarrhea
- frequent cough
- persistent pain (ear, stomach, head, etc.)
- widespread rash

Most of these problems need to be discussed with your child's pediatrician to determine if an office visit is needed.

If your child is diagnosed with an illness that requires an antibiotic, they should wait 24 hours before returning to school.

A child should be fever and symptom-free for 24 hours and be able to hold down food and fluids before returning to school.

Remember to make sure that the school knows how to reach you during the day and that there is a backup plan and phone number on file if they cannot reach you.

When absences occur, the following shall govern the making up of class work:

- Students who are absent from class, regardless of the reason, are required to make up class work and/or tests.
- Teachers in grades K-5 are responsible to arrange for the make up of all appropriate class work and/or tests within three (3) days of the student's return to school. One day for each absence is allowed for make up of class work missed.
- Parents calling the school for class work while the child is home should allow 24 hours notice in order for teachers to prepare the necessary assignments.
- Assignments will not be given in advance to a student who is going to be absent.

HEALTH SERVICES: Children receive vision and hearing screening following Vermont School Health Screening Guidelines. Parents are notified if the screening indicates a medical follow-up is necessary. Please call the school nurse if you have



questions or concerns about your child's vision or hearing. Parents are permitted to exclude their children from these screenings. Please contact the school nurse before October 1st if you do not want your child's vision and/or hearing screened.

Health and immunization records are kept on each child. By law, to enter a Vermont school, a child must be immunized against certain illnesses or have a signed exemption. Please see the school nurse for more information should you seek exemption.

ILLNESS: We provide initial first aid services to children who complain of illness or injury during the school day. Our goal is to return the child to the classroom as soon as possible. If returning to the classroom is not possible, we will notify parents and determine an appropriate course of action. In case of severe injury or illness, we will call 911.

MEDICATIONS:

Most parents/guardians whose children require medication are able to give it to them at home. There are occasional times when medication may have to be given during school hours.

Prescription Medications: The physician and the parent/guardian **MUST** sign the Medication Administration Form. (Many physicians' offices have copies or one can be obtained from the school office.) The medication **MUST** be in its original container. If it is a long-term prescription, the permission must be renewed each school year.

Non Prescription Medications: Parents/guardians **MUST** fill out and sign the Medication Administration Form before any medication can be given to the student. Medication **MUST** be in the original labeled container and will only be given for up to 48 hours with each form. If the need for a longer-term administration exists, please call the school nurse. The school nurse or designee reserves the right not to give the medication

when there is a safety concern. If this occurs, parents will be notified. Parents/ guardians can always come to school and administer the medication themselves. All medication is kept locked in the school office.

LICE: Parents/guardians are requested to check their children for head lice each week;

- If a parent/guardian identifies a case of head lice, she/he should notify the school nurse. The parents of other children will be notified as appropriate.
- Parents will be notified if live lice are found on their child. Parents will be asked to treat their child at home and are encouraged to remove any nits (lice eggs) from hair before returning students to school.
- If a parent receives a notice that head lice have been found in their child's classroom, they should check their child's head that day and treat if necessary.

SCHOOL FOOD PROGRAMS -

Burlington School District participates in the Farm to School project and is working with roughly 30 farms that provide locally grown foods to our schools. This enhances the overall quality of food at our schools. Parents are invited to join their children for lunch.

Application forms for free and reduced lunch will be sent home on the first day of school.

We ask that parents complete the forms whether or not they intend to use the lunch program.



Generous Federal Income guidelines have resulted in more families qualifying for reduced lunch. A higher percentage of students qualifying for the program results in Edmunds Elementary School qualifying for additional Federal funds and without any requirement that students participate in the school lunch program.

BREAKFAST: Breakfast is free to all students. A hot breakfast is offered in the cafeteria beginning at 7:45 am beginning starting the first day of school. All EES students will be able to receive a cold breakfast later in the morning as it fits in their class schedule.

SNACKS: Students have a short snack period each morning which is provided through our school food program. Should parents choose to send in snacks, we ask that they be nutritious snacks. Snacks that are high in sugar or contain "empty calories" are discouraged. Please feel free to talk with the teacher, the nurse and/or the principal if you have any questions about this. Also, go to page 25 of this Handbook to see healthy alternatives.

CELEBRATIONS:

There are times when we will want to celebrate. As we do so, we need to be mindful of how we celebrate so that we model healthy choices. **Research shows that sugar reduction improves academic performance and reduces disciplinary actions.** With this in mind, EES is joining the national movement to eliminate unhealthy snacks and rewards beginning in the 2017-18 school year.

We are committed to our children's nutritional wellness, and to be in full compliance with national USDA standards for school snacks, the EES school policy regarding shared classroom food and edible rewards has changed:

When considering a shared classroom snack for a celebration, incentive or reward, parents and teachers are asked to comply with USDA Smart Snack guidelines (foodandhealth.com/usda-school-snack-guide/).

These changes do not apply to snacks and lunches that student bring to school for themselves. If parents have questions about whether or not a shared snack fits the guidelines, they should discuss with the classroom teacher beforehand. The

traditional birthday snacks of cupcakes and treats with added sugar should be replaced by snacks that fit the guidelines (see addendum for suggestions). Teachers and parents will be working together to promote optimal health for our children by providing snacks that are consistent with school policy. Attached are lists of foods that comply with these guidelines and ideas for non-food classroom rewards. A list of recommendations for healthy alternatives is located at the end of this handbook (pg. 25) for easy printing and referral.

LUNCH:

- Hot Lunch is \$2.25
- PBJ will be the only alternative offered at all schools.
- White & chocolate milk cost 50 cents each (one is included with hot lunch).
- NOTE: Students will only get a yogurt and a fruit if they have more than four (4) lunches that are outstanding on their account balance.

* **Applications forms for free and reduced lunch** will be sent home on the first day of school.

Fruits and Vegetables: Will be available to students in their classrooms.

CONFERENCES: Communication between home and school is a key factor in monitoring a child's progress and avoiding potential problems. We encourage parents to confer with teachers. Conferences should be held whenever needed and may be requested by either the parent or the teacher. Appointments may be made by calling the school or sending a note to the teacher. Formal parent conferences will be held in the fall and spring. Watch the Friday Flash for information on how to schedule the formal conference. It is helpful to teachers and children if parents come to conferences prepared. The following are a few parent conference tips:

- Both parents should attend, if possible.
- Be on time.

- Prepare questions you may want to ask.

BEHAVIORAL EXPECTATIONS

The philosophy of behavior at Edmunds Elementary School centers on three basic expectations.



1. "Bee" Safe.
2. "Bee" Respectful.
3. "Bee" Responsible.

The model is based upon the research based behavioral intervention system known as Positive Behavior Intervention Supports or PBI-S. The most important aspect of PBI-S is the understanding that all students need to be taught those behaviors that are expected in the various environments in which they find themselves. Children also learn that they sometimes need to adjust their behaviors according to where they are and what is happening.

We are working towards helping students to assume responsibility for their own behavior, first by clearly teaching what each expectation would look and sound like in the various school environments, then by reviewing, and reinforcing, and as necessary by correcting. We offer support in situations where problems occur. Support comes through implementation of the following guidelines:

1. Problems are discussed leading to resolutions that are workable.
2. Sometimes consequences, such as time out from class, loss of recess privileges, written apologies, and meeting with the principal are imposed if student behavior is disruptive to the point where it interferes with their rights or the rights of others to learn or to be safe.
3. Students may be asked to make a plan with their parents for improved behavior. The purpose of this plan is to help students:
 - Act responsibly at school.
 - Make better choices.
 - Reflect with parents/guardians and

seek their support.

4. Repeated disruptive behavior will result in a meeting with parents/guardians to help enforce behavioral expectations.
5. Loss of verbal or physical self-control, assault, vandalism, harassment, bringing or possessing a weapon or other dangerous device to school, threatening others including bomb threats, or swearing at an adult may lead to suspension from school or a referral to the superintendent for expulsion from school after a School Board hearing.

Before sending a student to the office for misbehavior, the teacher must be sure to have taken all of the steps available within their established classroom expectations. If warranted, a discipline referral form will be written up for the offense. Examples of behaviors that warrant being sent to the office with a discipline referral form are as follows:

- a. Self-injurious behavior
- b. Physical aggression
- c. Stealing/cheating
- d. Threatening or abusive language
- e. Consistent defiance/misbehavior
- f. Damaging and/or destroying school property

DETENTION: Occasionally, students may be given a detention after school. Teachers will call parents if they are planning to detain students beyond 2:50 P.M.

DRESS CODE: An Edmunds student is expected to dress in a neat and clean manner that reflects pride in themselves and their school. Hats are not to be worn in the building during school hours. We rely on parents/guardians to use good judgment as to what students wear to school. Please work with your child to refrain from wearing shirts with inappropriate words or pictures as well as ill-fitting clothes that are distracting to the instructional environment. As a general rule, shirts should cover the entire stomach area. Sneakers and/or shoes are appropriate for school, but *NOT flip flops*. Gym shoes are

required for physical education classes.

During the winter months, students need appropriate clothing for recess. They will be expected to wear boots, hats, jackets and gloves during any outdoor activity. Students are encouraged to keep at school an extra pair of shoes or sneakers to wear during the school day.

EDUCATIONAL SUPPORT TEAM (E.S.T.):

The Educational Support Team is an informal way of helping teachers aid students with academic and behavioral concerns. Several teachers, the principal, the guidance counselor and the learning specialist are on the team, which meets weekly, as needed. The team accepts requests for assistance from teachers, other school staff and parents. Any situation in which a student is not succeeding is appropriate to refer to the school's EST. During a meeting, suggestions for improving the situation are considered. An action plan is developed, followed, monitored and revised as needed.

Safety Issues

The Burlington School District has worked for the past several years to make our schools safer for all students. In our collaboration with the Burlington Police Department, we have successfully incorporated school safety procedures. As a result of these preparations, the District will continue to implement the following safety measures:

- All staff will be required to wear photo identification.
- All visitors are asked to sign in and get a name tag when visiting a classroom or other part of the school. The one exception to this is the Whole School Assembly on Wednesday which are open to the public.
- "FIRE DRILLS" are held on a regular basis throughout the school year. Some drills are "announced" to provide instruction and practice. Most drills are "unannounced" and



are intended as practice of safe emergency exiting. Students are asked to remain silent as they exit the building.

"LOCKDOWN" & "EMERGENCY EXITING DRILLS" are also practiced.

EMERGENCY SCHOOL CLOSING: Burlington School District utilizes an automatic calling system to insure that all get emergency



messages as quickly as possible. The system will call all parents/guardians in the event of an emergency school closing. Please make sure that we have the telephone number you want us to call in such a situation. PLEASE talk with your child about what to do (go home, go to the regular baby-sitter, etc.) if there is an emergency school closing. There are two different kinds of Emergency School Closings: (1) a school closing, where remaining in the building poses no threat of injury (weather related, loss of electricity or plumbing, etc.), (2) a school closing where remaining in the building may not be safe.

- In the first scenario, the media will also be notified and local television and radio will announce such closings. We will then follow your directions as outlined in the "Emergency School Closing" form that you fill out in the beginning of the school year. Students should be picked up at school. It is crucial that you help us by updating your "Emergency School Closing" form & ensure that we have the most up to date telephone numbers in order to reach you.
- In the second scenario, we will follow scenario # 1 but the media will not broadcast what is happening because this has been found to create an unsafe condition.

FIELD TRIPS: A number of field trips occur throughout the school year. Some trips are walking trips; others require bus transportation. Parents will be asked for permission to allow students to attend field trips for the school year and notified in advance of each such trip within the city. A special



permission slip is required for trips taken out of the city.

The right of one person to attend field trips must not place in serious jeopardy the opportunity of others to profit from these activities. School procedure dictates that a student may be removed from a school activity because of willful violation of school expectations, willful conduct which materially and substantially disrupts the rights of others to an education, or willful conduct which endangers the student, others, or property.

FUND RAISING: At various times throughout the year, students may be engaged in fund raising activities to educationally benefit their classes. Students in grades K-5 will not engage in door-to-door fund raising activities (School Board Policy).

GUIDANCE: Guidance programs are based on the fact that academic learning is maximized when a child has a sense of self worth and competence which fosters the child's healthy personal, educational, and social development. When factors that interfere with learning are reduced, a child is most likely to have a successful learning experience.

- Guidance programs are preventative in nature because we believe that the models and experiences for problem solving and coping that are provided in the elementary school years will be part of the children's repertoire of skills for the rest of their lives.
- Guidance is for all students and is supported through the cooperative efforts of the school's professional staff.
- IN-CLASS guidance lessons are presented by the guidance counselor school-wide and are reinforced by the classroom teachers. These developmental lessons are in the areas of: self-awareness, coping, decision-making, academic skills, social skills and understanding others.
- SMALL GROUPS focus on teaching ways for students to take responsibility for their actions, cope with stress, reinforce

social skills, communicate effectively and problem solve interpersonal disagreements.

- **INDIVIDUAL COUNSELING** is short term and is intended for concerns that are school-related or effect school performance. Ongoing problems of a more serious nature are referred to outside agencies.
- Elementary guidance counselors also consult with parents and teachers, help coordinate school and community services, assist with program development and evaluation, and serve on various interdisciplinary teams.

HOMEWORK: Students may receive homework occasionally in kindergarten and first grade. Students in grades 2-5 will receive homework on a more consistent basis. Homework activities naturally vary in length and scope. Homework is generally viewed as independent practice of skills, or completion of long-range projects that require additional time outside of school. Parents can best assist their child with homework by:

- Making themselves available to their children during homework time;
- Setting up a place and time for doing homework each day;
- Eliminating outside distractions;
- Acting as resources for their children by clarifying directions and expectations of the homework;
- Gauging the timing of their child's homework; this involves some judgment about a child's frustration level and when to take breaks;
- Helping a child feel proud of the effort they put into their homework; and
- Seeing themselves as teachers to their own children.


Parents must be co-educators with the teacher, not passive participants. Feel free to contact the teacher if there is something that you don't understand. Keep the lines of communication open.

LEARNING CENTER: The Learning Center provides opportunities for all students to learn

how to locate and use print and non-print information. The library staff exposes all students to materials appropriate to their age, interest and reading levels, whether requested for class assignments or leisure reading. Small groups or individuals come with teacher permission to use the materials for enrichment. Entire classes meet bi-weekly for more formal instruction and presentations. Research activities are ongoing as required by the classroom teachers.

LEAVING SCHOOL PROPERTY: Children are not to leave school grounds during school hours without specific **WRITTEN PERMISSION** from parents/guardians. An adult must always accompany them off campus.

LOST & FOUND: Lost articles are held in the lobby on the first floor. Articles not claimed each semester are given to a local charitable organization.

NOTICES: Parents/guardians should expect to receive notices  from the school and the community at least once a week. We expect parents to ask their children each day for notices. The **Friday NewsFlash** is a weekly newsletter from the principal about school activities and can be accessed on the school's website.

OBSERVATIONS: Parents/guardians are asked to arrange classroom observations through the principal at least 24 hours in advance.

PARTY INVITATIONS: Please refrain from sending birthday party invitations to school to be handed out. This will prevent hurt feelings on the part of students who are not invited.

PERSONAL PROPERTY: Children are discouraged from bringing personal property unrelated to school (i.e. MP3 players, toys, etc.) because the school cannot be responsible for these items. PLEASE put the student's FIRST

AND LAST NAME on any articles of clothing (e.g., jackets, coats, sweaters, sneakers, etc.) and book bags.

PETS: Prior approval from the administration must be obtained in order for any animals to be brought on campus. Otherwise, pets should not be brought to school or school grounds for any reason (Health Department Recommendation).

PROBLEM SOLVING PROCESS: Concerns or questions sometimes arise between home and school. The following is a guideline of the proper procedure when addressing concerns:

1st - Always begin by contacting the teacher. The teacher will then include other personnel if appropriate.

2nd - If the situation has not been resolved, or additional assistance is needed, the principal should be contacted.

3rd - If the situation has not been adequately resolved or explained to your satisfaction by the teacher and the principal, the superintendent's office should be notified at 864-8474.

RETENTION POLICY: Retention is only effective in helping students improve if it is with the full cooperation of the parents. Therefore, parents have the final say in retention decisions. The teacher will contact the parent whenever retention is being considered. Specific concerns will be noted along with the strategies that have been employed to deal with those concerns. The discussion will revolve around whether or not retention should be considered.

SMOKING: Smoking is NOT permitted within any area of the school. This is Federal Law. All buildings are smoke-free environments. This includes school grounds and during school related activities. Please help us by setting a good example.

SPEECH & LANGUAGE SERVICES: Students who are eligible for speech and language services will receive support for articulation problems and developmental language disabilities. If you believe that your child needs services and might be eligible for services, contact your child's teacher and/or the principal immediately.

STANDARDIZED TESTING: Each year we give appropriate mandated tests to all students in grades K - 5. We will inform you at the appropriate time about these tests and their results.

Act 68 requires that results of state and standardized testing be published annually. Burlington Schools publish this data annually in the City Report. Parents/guardians are encouraged to review this data and to contact the school principal if they have any questions. Individual results are shared with parents/guardians each year.

STUDENT PLACEMENT: It is the principal's responsibility to place students in classes each academic year. Decisions are based on information gathered regarding academic strengths, organizational skills, learning styles, special learning needs, and other factors in order to create a balanced classroom. Parents are invited to discuss their child's educational needs with the school.

STUDENT WELFARE (SCHOOL BOARD POLICY): Any adult employee of EES who has reasonable cause to believe that a child's physical or mental health or welfare has been or is being harmed or abused, or that the child is a victim of neglect is required to report or cause a report to be made to the Vermont Department for Children & Families (D.C.F.) or his/her designee.

VISITORS: PLEASE use the main school entrance located on the Main Street side of the building. Visitors must wear a Visitor's Pass at all times while in the building. Please

remember to sign out when leaving.

VOLUNTEERS: Parents and other community members are welcomed and encouraged to volunteer for a particular class or the school. Federal confidentiality laws require that all individuals working within a school receive confidentiality training. In order to comply, volunteers will be required to attend volunteer training. Notices regarding **Volunteer Training sessions will be posted in the Friday NewsFlash**. Please contact the principal, the classroom teacher, and/or the PTO if you wish to discuss a volunteer activity. All volunteers must report to the office to sign in each day. Volunteering is at the discretion of the EES faculty and staff and is approved in advance to insure that we are able to use the services of the volunteer in a worthwhile manner.

EES PBIS Matrix

Location:	Safe	Respectful	Responsible
Hallway/Walkway or Sidewalk	<ul style="list-style-type: none"> ● Walking feet ● Facing forward ● Stay on right side 	<ul style="list-style-type: none"> ● Hands to self 	<ul style="list-style-type: none"> ● Voice off ● Quite feet
Cafeteria	<ul style="list-style-type: none"> ● Stay seated ● Face forward ● Feet on floor ● Body in control 	<ul style="list-style-type: none"> ● Eat your own food ● Inside voice 	<ul style="list-style-type: none"> ● Follow adult directions ● Clean up your area ● Use compost and trash ● Take only what you need
Bathrooms	<ul style="list-style-type: none"> ● Wash with soap and water ● Water stays in sink 	<ul style="list-style-type: none"> ● One person in a stall ● Respect privacy ● Use quiet voice ● Flush 	<ul style="list-style-type: none"> ● Use the toilet, wash and leave ● Use only one paper towel ● Keep walls/mirrors and floors clean
Playground	<ul style="list-style-type: none"> ● Go down the slide ● Stay clear of moving swings ● Rocks, sticks, and wood chips stay on ground ● Hands/ body to self 	<ul style="list-style-type: none"> ● Take turns ● Share equipment ● Include others ● Be aware of other activities 	<ul style="list-style-type: none"> ● Stay on playground/field/blacktop ● Return any equipment used ● Line up when asked

Assemblies	<ul style="list-style-type: none"> ● Walking feet ● Body to self ● Body in control 	<ul style="list-style-type: none"> ● Sit on my bottom ● Return the quiet signal ● Eyes on the speaker ● Voice off 	<ul style="list-style-type: none"> ● Follow adult directions/ signals ● Sit with class ● Take care of your belongings
	Safe	Respectful	Responsible
Arrival	<ul style="list-style-type: none"> ● Watch for cars and buses ● Hands to self ● Body in control ● Walk to the cafeteria for breakfast ● Wait outside with classmates until bell rings 	<ul style="list-style-type: none"> ● Follow adult directions at all times ● Walking feet/ quiet voice inside 	<ul style="list-style-type: none"> ● When 8:00 bell rings, walk outside ● When 8:05 bell rings, walk to your class ● Take care of your belongings
Dismissal	<ul style="list-style-type: none"> ● Watch for cars and buses ● Hands to self ● Body in control 	<ul style="list-style-type: none"> ● Follow adult directions at all times. ● Walking feet/ quiet voice inside 	<ul style="list-style-type: none"> ● Take care of your belongings ● Follow your after school plan

FACULTY & STAFF

2017-18

ADMINISTRATION

Mathias, Michelle (Shelley) Principal
 Palmer, Trish Admin. Assistant
 Hathaway, Melissa Guidance Counselor
 Calkins, Lauren Nurse
 Charleson, Jamie Nurse
 LaFountin, Christen Planning Room Para
 Royer, Lauren (C204) School Psychologist

TEACHERS

Bellavance, Janet (213) Grade 2
 Bonanni, Amanda (311) Grade 5
 Carascio, Carol Special Educator
 Dolliver, Matt Tech Integration
 Elliot, Joanna Art
 FitzPatrick, Megan (208) Grade 3/4
 Flaherty, Meg (209) Grade 3/4
 Flynn, Kristine (313) Grade 4
 Gillard, Gregory (312) Grade 5
 Goldsmith, Lindsay (209) Grade 1
 Gendimenico, Janelle English Language
 Hale, Kaitlyn (311) Math Intervention
 Hollingsworth, Heather Speech & Language
 Houchens, Paul (212) Grade 3/4
 Johnson, Meagan (215) Grade 2
 Joppe Halpin, Janet (109) Title I/Leveled Literacy
 Kilburn, Stephanie (102) Kindergarten
 McMorris, Heather (214) Grade 2
 Neil, Kathy Learning Center
 Nolan, Betsy (108) Music
 Nigolian, Mark (309) English Language
 O'Brien, Jamie (108) Grade 1
 Palmer, Lori (211) Grade 3/4
 Paradis, Jessie (304) Special Educator
 Quinn, Kara (115) Grade 1
 Riley, Alyson Special Educator
 Sessions, Tyler Physical Education
 Styles, Andres (314) Grade 5
 Walslaben, Linda (309) English Language Learner
 Weidman, Danielle (103) Kindergarten
 Witt, Teresa Special Educator

SUPPORT STAFF

Bombard, Melissa Discreet Trial Instruction
 Daltry, Melissa School Social Worker
 Cameron, Merrill Speech & Language Assistant
 Orendorff, Sarah Reception/Front door office
 Paul, Angele School Social Worker
 Brown, Erica Tooth Tutor

EDUCATIONAL ASSISTANTS

Davis, Scott - Special Ed Paraeducator
 Ganek, Danielle - Special Ed Paraeducator
 Gelineau, Sarah - Special Ed Paraeducator
 Haar, Rachel - Special Ed Paraeducator
 Huntley, Jessica- Special Ed Paraeducator
 Deb Kaseta - Special Ed Paraeducator
 MacDonald, Julia - Special Ed Paraeducator
 Nasser, Nagam - Special Ed Paraeducator
 Ruben, Karen - Special Ed Paraeducator
 Sanders, Leslie - Special Ed Paraeducator
 Shepard, Ashleigh - Special Ed Paraeducator
 Shepherd, Susan - Learning Center Paraeducator
 Thompson, Mary - Special Ed Paraeducator
 Young, Tonya - Special Ed General Paraeducator

BUILDING SUBSTITUTE

Stone, Lacey

BURLINGTON KIDS AFTER SCHOOL PROGRAM

Madalinski, Leigh (802-316-0195) Site Director
 Rodgers, Ben Assistant. Director

CAFETERIA STAFF

Hathaway, Dawn-Supervisor
 Clifford, Carrie
 Griffin, Nora
 Hannigan, Kathy
 Heusner, Sarah

CUSTODIAL STAFF

Tangtsang, Dakpa
 Medar, Izudin "Ezo"
 Coolbeth, Ken

Harrassment

Harassment is a form of unlawful discrimination that will not be tolerated by the Burlington School District. The District will address all complaints of harassment promptly and take reasonable steps to end harassing conduct in

All assignments are
 change.)



subject to

accordance with its Policy, Prohibition of Student Harassment, JBAA.

Prohibited harassment:

A. Harassment: is an incident or incidents of verbal, written, visual, or physical conduct, including electronic, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, gender identity or gender expression that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

1. Sexual harassment: conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature.

2. Racial harassment: conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.

3. Other protected categories of harassment: Conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, religion, national origin, marital status, disability, sex, sexual orientation, gender identity, or gender expression; includes but is not limited to the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech or dress, and negative references to customs related to any of these protected categories.

a. Creed or religious harassment means harassment based on or motivated by a student's or a student's family member's actual or perceived creed or religious beliefs or practices, including manner of dress.

b. National origin harassment means harassment based on or motivated by a student's or a student's family member's actual or perceived national origin, including manner of dress.

c. Marital status harassment means harassment based on the status of being an unwed mother or father directed at, or motivated by a student's or a student's family member's actual or perceived marital status.

d. Sexual orientation harassment means harassment based on or motivated by a student's or a student's family member's actual or perceived sexual orientation.

e. Gender identity harassment means harassment based on an individual's actual or perceived gender related identity or gender related characteristics, intrinsically related to an individual's gender or gender identity, including but not limited to appearance or behavior, regardless of the individual's assigned sex at birth.

f. Gender expression harassment means harassment based on or motivated by an individual's or individual's family member's actual or perceived gender expression, including, but not limited to, appearance or behavior, regardless of the individual's assigned sex at birth.

g. Disability harassment means harassment based on manner of speech or movement, cognitive ability, receipt of educational services outside of the general education environment, or other manifestation of a person's disability directed at, or motivated by a student's or a student's family member's actual or perceived disabling mental or physical disability.

Reporting harassment: All students, parents/guardians, school community members other than staff are encouraged to report incidents of misconduct or student harassment to a school employee or one of the two Designated Employees at your school/building. Any adult school employee who sees or hears, or receives a report either written or oral, of student harassment, the employee **must** immediately inform a Designated Employee. Currently, the Designated Employees for 2012-2013 are:

Edmunds Elementary School

Melissa Hathaway, Guidance Counselor,
540-0137, mhathawa@bsdvt.org

Or

Christen Harrington, Student Support Coach
864-1917, Or charrington@bsdvt.org

Henri Sparks

Burlington School District Program Director
864-8585, hsparks@bsdvt.org

Burlington Afterschool

Madalinski, Leigh, Site Director
(802-316-0195) praba@bsdvt.org

Due to staff turnover, it is possible that the Designated Employees named above will change. Schools/buildings will post the names of their current Designated Employees at the beginning of each year.

Investigation: A Designated Employee who is not the subject of the complaint or another designated individual shall begin an investigation upon notice of the complaint. When the investigation is complete the complainant and the accused will be notified.

Consequences: If an individual is found to have engaged in misconduct or harassment, he/she will receive education; training; discipline, up to and including suspension, expulsion or termination; banning from school property or other consequences that are appropriate to the offense and that are designed to prevent future harassment.

Independent review: A complainant may make a written request to the Superintendent for an independent review of the matter if the complainant (1) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the matter because the school believed the alleged conduct was not possible harassment, (2) is dissatisfied with the final determination made after the investigation as to whether harassment occurred, or (3) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The independent review shall be conducted by a neutral person in accordance with the Policy.

Retaliation: Retaliation against anyone who files a harassment complaint or cooperates in making or the investigation of a complaint is strictly prohibited, is a basis for separate discipline, and illegal pursuant to 9 V.S.A. 4503(a).

Privacy: Complaints, and any resulting consequences, will be confidential as permitted by investigative needs, duty to act on certain results and consistent with the Family Education Rights Privacy Act.

Alternative Complaint Process: Complaints of harassment can also be filed with: Regional Director, Office for Civil Rights, U.S. Department of Education; 8th floor, 5 Post Office Square, Boston, MA 02109-3921; Email: OCR.Boston@ed.gov (617) 289-0111 or (877) 521-2172 (TDD); or the Vermont Human Rights Commission, 14-16 Baldwin St., Montpelier, VT 05633-6301, Email: human.rights@state.vt.us, (800) 416-2010 (Voice) or (877) 294-9200 (TTY).

For additional information, full copies of the Policy, Prohibition of Student Harassment, JBAA, can be obtained from the main office of your building or at:

<http://bsdweb.bsdvt.org/Board/BoardPolicy.php>.

Prohibition of Discrimination and or

Harassment of Employees and Others: In summary, discrimination and or harassment of an employee or other person protected by the laws listed below, on the basis of any of the following characteristics of his or her race, national origin, color, creed, religion, age, sex, disability, sexual orientation, gender identity ancestry, marital status, or place of birth is a form of unlawful discrimination and is prohibited by School District Policies and as provided for in Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*; Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*; Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*; The Age Discrimination Act of 1975, 29 U.S.C. § 623, *et seq.*; The Americans With Disabilities Act of 1990, 42 U.S.C. § 12101, *et seq.*; and Fair Employment Practices, 21 V.S.A. Chpt. 5, subchpt. 6; Public Accommodations, 9 V.S.A. §§ 4500 *et seq.* all as they may be amended.

Prohibited harassment includes verbal or physical conduct including, but not limited to, comments, slurs, jokes, innuendos, cartoons, pranks, physical contact, etc., directed at a protected characteristic of the protected person where submission to the conduct is explicitly or implicitly a term or condition of employment, or submission or rejection of the conduct is used as a component of the basis of an employment decision or has the purpose or effect of substantially interfering with a person's work or education performance or creating an intimidating, hostile or offensive work environment.

If you believe you may have been discriminated against or harassed in violation of this Policy, there are *Complaint Procedures-Internal* available for your use to resolve this matter. A complaint may be initiated by contacting the building principal or program director where appropriate or the Human Resources Director at the Ira Allen Administration Building, 150 Colchester Avenue, Burlington, VT 05401;

(802)864-2150; 1(800)253-0191 (TDD). All complaints alleging either harassment or discrimination will be investigated and reasonable steps taken to end inappropriate conduct. Complaints may also be filed with Regional Director, Office for Civil Rights, U.S. Department of Education; 8th floor, 5 Post Office Square, Boston, MA 02109-3921; Email: OCR.Boston@ed.gov (617) 289-0111 or (877) 521-2172 (TDD); or the Vermont Human Rights Commission, 14-16 Baldwin St., Montpelier, VT 05633-6301, Email: human.rights@state.vt.us, (800) 416-2010 (Voice) or (877) 294-9200 (TTY).

Complaints of Discrimination and or harassment will be promptly and effectively investigated. If it is determined that discrimination and or harassment occurred, the consequences can range from education, banning from school property, and discipline measures, including termination. Retaliation against a person who makes or participates in an investigation of a complaint of discrimination or harassment is prohibited and can be the basis of separate discipline.

For full copies of the applicable Policies please request from your building's main office or refer to the District's website: <http://www.bsdrv.org/Board/BoardPolicy.php>, copies of ACAA, Sexual Harassment, ACAD Equal Employment Opportunity and Non-Discrimination, ACAG Prevention of Harassment on the Basis of Protected Characteristics - Employees and Others.

Healthy Snack Ideas for the Classroom

Nuts and seeds

Mixed Nuts

“Ants on a log” (celery with nut butter and raisins)

Crackers and nut butter

Fruits

Fresh whole or sliced fruit assortment

Fruit salad or kabobs

Dried fruit or 100% fruit leathers

Frozen fruit (try frozen grapes!)

Sliced apples with cinnamon

Unsweetened applesauce

100% fruit popsicles

Banana pops (bananas, sliced in half, popsicle sticks inserted, rolled in yogurt and whole grain cereal toppings, and frozen)

Avocado slices/ guacamole

Whole Grains

Popcorn

Whole grain bagel slices, muffins or pita with hummus

Low sugar breakfast or granola bars

Dairy

String cheese

Yogurt (try squeezable!)

Yogurt smoothies or parfaits

Vegetables

Raw vegetables (baby carrots, sugar snap peas, sliced bell peppers and more) with low fat dip

Celery topped with low fat cream cheese & raisins and/or 100% fruit preserves

Edamame – boiled soybeans served in the pods

DIPS: hummus, salsa, bean dip, honey mustard, ranch, yogurt

Edible Art

“Watermelon Turtles” (hollowed-out watermelons carved to look like turtles, filled with fruit)

“Veggie-Head Bagels” (mini whole grain bagels with low fat cream cheese; use small

pieces of veggies like broccoli, carrots, and peppers to create fun faces)

Mixed Foods

Air-popped popcorn with dried fruit
Cheese on whole grain crackers
Sliced apples with cheese slices or peanut butter
Whole grain pizza with toppings
Whole grain pancakes topped with fruit
Wraps
Quesadillas or bean burritos with salsa
Dumplings
Sushi
Samosa
Baked tortilla chips with salsa or bean dip or guacamole
Fruit-n-cheese pretzel kabobs
Whole grain rice cakes topped with bananas or other fruit
Low sodium sliced turkey wrapped around slices of cucumber, bell peppers, or carrots
Mini sandwiches cut into fun shapes with cookie cutters

Get Kids in on the Act!

Bring in the ingredients and students can make their own:
Trail Mix – pretzels, dried fruit, whole grain-low sugar cereals, sunflower or sesame seeds, etc.
Fruit Salad – apples, oranges, strawberries, blueberries, bananas, kiwi, pineapple, etc.

Ideas for non-food rewards (adapted from Action for Healthy Kids)

- Make deliveries to office
- Watch a fun movie
- Teach class
- Be a helper in another classroom
- Read morning announcements
- Sit with friends
- Have lunch or breakfast in the classroom
- Play a favorite game or do puzzles
- Extra recess time
- Show and tell

- Free time at the end of class
- Dance to music in the classroom
- Gift certificate to school store (non-food items)
- Walk with the principal or teacher
- Fun physical activity break
- Teacher or volunteer reads special book to class
- Certificate, trophy, ribbon, plaque
- Listen to music or a book
- Read outdoors or have class outdoors
- Extra art, music or reading time
- Teacher performs special skill, e.g., singing, guitar playing, juggling
- Earn points or play money to spend on privileges or non-food items
- Commendation certificate or letter sent home to parents by teacher or principal
- Trip to treasure box filled with non-food items, e.g., stickers, pencils, erasers, bookmarks, school supplies
- Access to items that can only be used only on special occasions
- Stickers
- Pencils, pens, and markers
- Erasers
- Bookmarks
- Books
- Rulers
- Trinkets (magnets, frisbees, etc.)
- Paper
- Activity/game sheets
- Game time
- Reading time
- Class, homework time, or reading time in a special place (on the couch, outside, etc.)
- Extra recess
- Extra credit
- Extra art time
- Computer time
- Be the helper
- Teach class
- Sit by friends
- Eat lunch with the teacher or principal
- Eat lunch outdoors
- Have lunch or breakfast in the classroom
- Private lunch in the classroom with a friend
- Be a helper in another classroom

- Watch a fun video
- Walk with the principal or teacher
- Take a fun physical activity break
- Dance to favorite music in the classroom
- Show-and-tell
- Bank System—earn tokens for privileges
- Teacher or volunteer reads a special book to class
- Teacher performs a special skill (singing, cartwheel, etc.)
- Have free choice time
- Listen to a book on tape
- Listen to music while working
- Field trip

https://www.healthiergeneration.org/_asset/tljc7f/12-5933_NonFoodRewards.pdf