



JOHN LYMAN SCHOOL

**106 Way Road
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Thomas D. Ford, Principal**

Welcome to John Lyman School!

John Lyman School is a child-centered community of learners that is dedicated to fostering a lifelong love of learning through active exploration of all curricular areas. Our goal is to provide a supportive, stimulating environment in which students learn to take responsibility for decision-making as well as for their own learning and behavior. We believe that the arts are an integral part of a child's education and strive to create meaningful learning opportunities in all subjects.

We take great pride in our outstanding and dedicated faculty. The Lyman staff always puts students first, and we are committed to helping your child succeed academically and socially. Our teachers work hard to foster open communication and to keep you informed about your child's progress. Likewise, we hope you will contact us when you have questions or concerns. Please do not hesitate to call or schedule an appointment with me at any time.

Our goal is to provide an outstanding educational experience for each child, and I hope you find this pamphlet informative and helpful.

Sincerely,

Thomas D. Ford
Principal

Regional School District 13 Mission Statement

Empowering students to thrive and contribute as global citizens



Our Guiding Principles

At John Lyman School, we believe in a child-centered, project-based, and arts-integrated approach to teaching and learning. Here are our guiding principles:

- To provide a supportive and stimulating environment that encourages and guides the child in an active exploration of all curriculum areas.
- To promote a holistic and integrated view of learning in which individualized, small group, and whole group instruction ensures that each child receives the instruction that she/he needs.
- To encourage children to be active, involved learners, decision makers, risk takers, and problem solvers who set goals.
- To facilitate both “hands on” and experiential learning activities to guide the learner in developing a meaningful understanding of what is being investigated and/or presented.
- To provide meaningful opportunities for collaboration between learners.



Our Goals

We strive to provide instruction that gives learners opportunities to do the following:

- Use their own experiences to actively construct new knowledge which connects to and extends what they can already understand and do.
- Identify a problem and generate a variety of solutions.
- Learn in a variety of artistic and creative ways.
- Work both independently and cooperatively to accomplish goals.
- Develop into flexible thinkers who are able to adapt to a rapidly changing world.
- Become effective communicators.
- Learn responsibility and respect for themselves, their environment, and other people.
- Develop a sense of competence in their ability to positively affect the world around them.
- Develop academic skills which will prepare them for life in the 21st century.

Examples of our Approach in Action

Our goal is to develop students who have curious, inquisitive minds and to deliver the curriculum in a way that promotes inquiry. We believe that students work creatively and to their greatest capacity when given ownership over the direction of their learning, so providing opportunities for student voice and choice within the curriculum is essential. In this model, the teacher acts as both facilitator and instructor.

Throughout the school day children are encouraged to ask their own questions and pursue answers. This is best exemplified in individual project work cycles on self-selected topics at different points during the school year. Project work allows students to have choice in their learning while enabling them to apply the inquiry and research skills that they are developing. The final projects take on many different forms, and it is gratifying to see the pride children take in designing how they want to share their learning.

During the elementary years, students are learning to think for themselves and to view themselves as lifelong learners. Plan Your Work blocks give students an opportunity to make decisions about what they need to accomplish during a given period of time. Times and tasks vary by grade level and curricular needs, but Plan Your Work is designed to help students develop a sense of ownership and responsibility for their own learning. In addition, planning for instruction involves providing as much authentic experience and integration across content areas as possible. Field trips, speakers, active involvement, play and simulated discovery situations are examples.

The social emotional learning curriculum is also an integral part of our school. The classroom is a small community, representative of the larger world community. In addition to our social emotional learning curriculum, class meetings are held in each classroom. Students work together, share ideas and find creative answers to problems. Learners work together to establish rules and expectations by creating a classroom constitution. These constitutions incorporate Region 13's Core Ethical Values of respect, responsibility, honesty, kindness and courage.

Curriculum

John Lyman School follows the Regional School District 13 curriculum, which is consistent across the district. Please see the district website for a more detailed description of curriculum implementation at each grade level.



Support Services

John Lyman School offers a wide range of services to meet each child's individual needs. Programs and services are offered at each grade level (based on student need) and are consistent across the district.

Special Education
Occupational Therapy
ABA Services
Reading Intervention

Speech and Language
Physical Therapy
School Counseling
Math Intervention



Learner Centered Philosophy

Three learner centered elements are important to our approach: **strong arts, arts integration,** and **democratic practice**. These components are infused into our instructional approach at John Lyman School.

Strong Arts reflects our belief that the arts are valuable academic subjects and a critical part of a child's educational experience. This investment in strong arts gives students the tools to communicate and learn through their strongest intelligences and to do so with confidence. This is also reflected in our discipline-based curriculum.

Arts Integration connects the arts and academics and makes learning easier by incorporating the visual arts, movement, music, and theater with curricular standards. For example, students may use music to practice patterns or counting in math or visual art to explore an author's purpose. At John Lyman School, arts integration is developed not only in the classroom, but also through work with resident teaching artists. All students work with an artist over a period of time to develop relationships between the artist's craft and important curricula. The philosophy

of arts integration allows for students to become creative and flexible thinkers and teaching artist residencies are typically a highlight of a student's year.

Democratic Practice encourages our students to have voice inside and outside the classroom. Democratic practice takes many forms at John Lyman School, including voluntary student boards, class constitutions, and our school senate. Students have a number of meaningful opportunities to get involved outside of the classroom through participation in "boards." Board offerings change year to year, and a more detailed description of our boards can be found in a subsequent section.

Whole-School Examples of the Learner Centered Philosophy in Action

Weekly Assembly: A whole school assembly is generally held two-three times a month. Assemblies are a time for the entire school to come together. We celebrate our school community by singing together, sharing writing, projects, artistic and musical accomplishments, recommendations for books, and voicing concerns. Students are encouraged and supported by their peers, and each Assembly is hosted by three to four students from a given classroom. Parents and community members are always welcome to attend. Assemblies are a part of the John School culture and have a dynamic and positive impact on our school climate.

Teaching Artist Residencies: At John Lyman School, arts integration occurs not only with our teachers but through work with resident teaching artists. Each year, classroom teachers collaborate with professional teaching artists to develop a unit of study that connects directly to an aspect of our curriculum. The artist then co-teaches that unit with the classroom teacher, typically over the course of five to ten contact times. Students get the benefit of learning curricular content through a particular art form, and teachers learn new techniques that they can use with future classes. Teaching artist residencies are typically memorable experiences for students and teachers alike. Past teaching artist residencies have represented various art forms, including writers, dancers, visual artists, and musical artists.

ECHOs: ECHOs are choice-based, mixed grade level enrichment offerings on various topics connected to the curriculum or well-being initiatives. Each ECHO meets once a month and all staff members are involved in facilitating the courses. Offerings vary each year and have featured topics such as fiber art and hand sewing, makerspace, maps and culture, nature journaling, weaving, yoga, and coding. ECHOs continue to be a highly engaging and motivating part of the student experience at John Lyman School.



Examples of Student Boards

Literary Board

The Literary Board is a group of students that meets regularly with faculty advisors to review writings by students throughout the school. Any writer in the school may submit a piece of writing that he/she considers his/her best for review. The Literary Board then reads and critiques the writings. The writings that are accepted are exhibited on the Writers' Wall and the author is presented with a special pencil at an upcoming Assembly. Members of the Art Board mount the writings and design artwork to go along with the writing. An outstanding piece of writing may be selected as the "Piece of the Week." These writings are read aloud at Assembly each week. All of the writing that is accepted by the Literary Board is published at the end of the year in Off the Wall, John Lyman School's literary journal.

Art Board

The Art Board consists of students whose main job is to illustrate writing for the Writers' Wall. The writing comes to us after the Literary Board has completed its work and our parent helpers have printed the writing and mounted it for illustration. The Art Board also puts up displays of student work that they have solicited through assembly shares and announcements.

Student Senate

Senators are school leaders who help to make John Lyman School be the best it can be. They bring ideas and information from their classes to senate meetings and then bring information from the senate meetings back to their classes. Senators do the morning announcements, give tours to people who visit the school, and plan community service projects for the school to complete. They also plan spirit days such as Sports Day and Pajama Day.

Senators are students who follow our school rules and demonstrate Region 13's Core Ethical Values of Respect, Responsibility, Honesty, Kindness, and Courage. They have to be good role

models because other students look up to them. There is a senator from every 3rd and 4th-grade class who are elected by their class during the month of October. In December, 2nd-grade classes hold their senate elections. One second-grade student from each class is elected by his or her peers.

Senators really make a difference at our school. Senators usually meet once or twice a month during recess, which speaks to their willingness to give up their own time on behalf of their classmates.

The Tech Crew

As noted earlier, we have Assemblies where students are able to share their learning in unique and exciting ways with the whole school community. Did you know that students also operate the lights, curtains, and other audio/visual devices? That's right! Every year, learners are given the opportunity to join the John Lyman Tech Crew. These students are in charge of operating the lights, curtains, music, and many other operations during all of our assemblies. They work closely with the faculty advisor throughout the year, working together as a team and making each Assembly run smoothly.

Nature Trail Committee

John Lyman created a nature trail and outdoor classroom so students could experience the joy and beauty of nature and learn about the natural world all around them. Through observation, exploration, and hands-on activities, children develop an appreciation and respect for their environment. The Nature Trail Committee is a group of students who work with a faculty advisor to maintain John Lyman's nature trail throughout the school year.

WJLS

WJLS consists of learners who write, report, and film a news program that is broadcast to the entire school on a periodic basis. The broadcast airs through our school video system and exemplifies the kind of authentic, hands-on learning experiences that we try to provide for all children at John Lyman.

Yearbook Committee

Each year, a group of student photographers works under the direction of our yearbook supervisor to take candid pictures of classmates and staff members. These photographs make up an important part of our annual yearbook.

Go Far Committee

Students who are part of the Go Far Committee work to assist parent volunteers in facilitating our recess running program. Go Far helps to promote healthy activity during recess and Go Far programs can be found in other schools within the district as well as other communities across the state.

