



LANCASTER MENNONITE

Centered In Christ • Transforming Lives • Changing Our World

FAMILY HANDBOOK

**Locust Grove Campus
Grades PreK-8
New Danville Campus
Grades PreK-5**

Lancaster Mennonite (LM) offers a PreK-12 comprehensive education in a nurturing and diverse environment that prepares students to be lifelong learners. Centered in Christ and committed to educational excellence in a community setting, the school exists to transform students so they can change our world through Christ-like love, peacemaking and service.

LM is an agency of the Mennonite Education Agency of Mennonite Church USA. LM is an Atlantic Coast conference and LMC (A Fellowship of Anabaptist Churches) related ministry. As a Mennonite school, we follow the *Confession of Faith in a Mennonite Perspective* and the Anabaptist/Mennonite interpretations of Scripture. The school teaches the doctrines of peace, nonresistance, restorative practice, service and love for all persons as taught by Jesus.

CONTACT NUMBERS

Locust Grove Campus: (717) 394-7107
New Danville Campus: (717) 872-2506
Lancaster Campus: (717) 299-0436
System/Business office: (717) 509-4459

Core Values

- Each student is valued as an individual, uniquely created by God and nurtured to develop a Christ-like character as they experience and reflect the life of Jesus Christ as servant and peacemaker.
- An excellent, faith integrated education is holistic and a partnership between home, church and school enabling students to grow academically, socially, spiritually and physically.
- Students and families are invited into relationship with Jesus Christ and the LMS faith community that nurtures them to be all that God intends them to be.
- An articulated K-12 spiritual formation program invites students to grow in relationship to Jesus Christ and the community of faith through our bible curriculum, daily devotionals by teachers and chapels.
- A culturally diverse and educationally inclusive learning community prepares students for life in the church and local and global community.

Educational Goals

- Students will encounter and build a relationship with Jesus and learn the biblical stories and the history of the Anabaptist-Christian faith.
- Students will learn, practice and demonstrate critical thinking, conflict resolution, organization and responsibility, ethical decision-making, problem solving, interpersonal and interdependence relational skills in the LMS community.
- Students will become stewards of the earth's resources and their personal God-given gifts.
- Students will experience cultural diversity and respect for others.
- Students will be a presence of Christ in the world.

Admissions

Admissions and tuition information are available from each campus office as well as from:

Admissions Office

Lancaster Mennonite School

2176 Lincoln Highway East, Lancaster, PA, 17602

Phone: (717) 740-2429

Fax: (717) 299-0823

Email: admissions@lancastermennonite.org

Web site: www.lancastermennonite.org

Parent/Student Covenant with the School

We understand that being part of Lancaster Mennonite School is both a privilege and a responsibility. We partner with the school to:

- Support the mission of the school as it seeks to prepare students to follow in the way of Jesus, transform lives and change our world.
- Honor the community, recognizing that all members are children of God.
- Value and respect all people regardless of age, gender, race, ethnicity and nationality.
- Be active participants in the educational process, striving for excellence in every aspect of campus life.
- Uphold the policies and expectations of LMS, recognizing the right of the school to dismiss any student or dissolve the relationship with any parent who does not cooperate with, or remain supportive of, the school and its disciplinary procedures.
- Fulfill our financial obligations in a timely manner.
- Support the school through volunteerism, finances and prayer.

We further understand that Lancaster Mennonite School has the right to suspend or terminate the enrollment of a student for reasons set forth in Handbook, Code of Conduct or other published documents; for reasons that the Superintendent, within his or her discretion, considers to be detrimental to Lancaster Mennonite School, the student or to other students; or for failure to pay tuition and fees.

Parent-School Relationship

- Lancaster Mennonite School system plans activities that encourage the parent-teacher partnership in the education of their children/students and builds positive relationships between home and school.
- Administration and Site Council (a group of representative parents from the campus) plan for these activities, and fundraisers. The structure under which these activities are provided is a campus decision.
- A Parent Orientation evening is planned early in the school year.

Parent-School Communication

- Good communication between home and school is an integral component of effective education.
- Campus and System E-Links (e-mail) serve as a communication tool. At other times, email messages are sent from the office as reminders of upcoming events or other important information.
- A weekly newsletter from homeroom teachers is e-mailed to parents.
- Parent-Teacher conferences are scheduled in the fall and again in the spring. Other conferences are scheduled throughout the year upon request by either parents or teachers.
- A prospective student is welcome to come to school with your child, but we ask that the office be notified at least one day prior to the visit.
- When addressing a problem or concern, we follow Biblical principles in a manner of Christian love and respect, using these steps:
 - For classroom matters, consult the teacher involved.
 - If, after consulting the teacher, you believe the classroom matter needs further attention, consult the principal or assistant principal.
 - If an incident involves the teacher, please communicate next with the building principal

ATTENDANCE POLICY AND PROCEDURES

School Day

Classes begin at 8:15 a.m. and end at 3:00 p.m. The main lobby doors open at 8:00 a.m. Students should be in their classrooms by 8:15.

Excused Absences

A maximum of 15 days of cumulative excused absences with parental/caregiver notification are permitted during a school year. Parents/caregivers must notify the school of their child's absence and the reason in writing or by emailing the campus office. Absences are considered unexcused until acceptable notification is received. If notification is not received within five days after the student returns to school the absence will be unexcused.

If students miss more than 20% of any given class, credit will not be earned (Middle School only). All absences beyond 15 days (excluding absences excused by a physician) require documentation from a physician in order to be excused.

In accordance with Pennsylvania School Code, LM considers the following reasonable causes for absence from school with proper documentation:

- **Illness:** Administration may require a physician's note when absence is excessive.
- **Educational Trips and International Home Visits:** Trips require written parent/caregiver request and completion of an Educational Trip Form and prior approval. Educational Trip Forms must be turned in to the office at least five days in advance of the trip. These forms can be found online or in the school office. A maximum of seven days will be excused.
- **Observation of a Religious Holiday:** Requires written parent/caregiver request and prior approval.
- **Death in the Family**
- **Administrative Discretion**

Unexcused Absences

Any absence not included in the above list is considered unexcused. LM does not give a penalty for the first two unexcused absences during the school year. Each additional unexcused day results in a 2%-point deduction from the quarterly grade in each course (for middle school and up.) Absences are unexcused until proper notification is received.

Tardies

A tardy is arrival to school after 8:15. Arrival after 10 a.m. will be counted as a half-day absence. Tardies are excused using the same criteria as absences. Students are permitted three unexcused tardies per year without penalty. After three unexcused tardies, an individualized plan will be created to help resolve the issue. After each additional two tardies, students will be charged with a half-day unexcused absence.

Early Dismissal

Students must have written parent/caregiver permission to leave school prior to dismissal. Students leaving more than two hours early will be charged a half-day absence.

PIAA Attendance Policy (Middle School)

Per PIAA policy, if a student athlete is absent from school during a semester for a total of 20 or more school days, the student will lose eligibility until the student athlete attends school for a total of 45 school days following the 20th day of absence.

In order to participate in an afterschool activity, LM requires all students to arrive for the school day no later than 10 a.m. Students who arrive after this time will not be permitted to participate in the day's scheduled practice or competition. Prior made medical and legal appointments may be an exception.

Notification of Excessive Absence

- **Official First Notice:** When a student has accumulated three unexcused absences (current school year), the state views this as truant behavior. A written notification is sent home. If the student continues to accumulate unexcused days, a Truancy Mediation Conference will be held to develop an Attendance Improvement Plan.
- **Habitually Truant Status:** Under Pennsylvania law, if a student accumulates six unexcused absences during the course of a school year, the school must identify the student as "habitually truant" and the school must take further action immediately based upon the age of the student.
 - For students under the age of 15: Truancy Mediation Conference and Attendance Improvement Plan, a referral to Lancaster County Children and Youth Agency and may include truancy citations. As a private school, LM reserves the right to require withdrawal from school or proceed with expulsion due to excessive absence.
 - For students under the age of 18: Truancy Mediation Conference and Attendance Improvement Plan, truancy citations, and may include a referral to Lancaster County Children and Youth Agency. As a private school, LM reserves the right to require withdrawal from school or proceed with expulsion due to excessive absence.
- **10-Day Letter:** Notification that a student has accrued 10 absences during the current school year. This letter is for information only.
- **15-Day Letter:** Notification that a student has accrued 15 absences during the current school year that were not excused by a physician. All subsequent absences require a doctor's note in order to be excused.

After School Care: is available between 3-5:30 p.m. Information and registration forms are available in the office and on the school website www.lancastermennonite.org – click on the appropriate campus – My Campus Info – Before and After School Care.

Staying After School: Students are permitted to stay after school only if they are participating in a school-sponsored, supervised activity such as athletics.

School Entrance/Safety: To promote a safe and secure environment for our students, the main lobby and other outside doors are kept locked during the school day. (These doors can be easily exited for emergencies even when locked.) Parents and guests who visit during the day should use the main door by the office and sign the visitors' log located there.

Transportation: Bus transportation is provided by the school district in which a student resides, or by Lancaster Mennonite buses. School doors are unlocked at 8 a.m. Buses unload students between 8 a.m. and 8:15 a.m. and pick up between 3 p.m. and 3:15 p.m. Carpoled students should not arrive before 8 a.m. and should leave by 3:15 p.m.

Bicycles: Students wishing to ride bicycles to school should bring a permission note from home and present it to the principal before riding to school. Bicycles are not allowed in the building.

Walking: Students who walk to and from school need to bring a note if they will leave at a different time or in a different manner than usual.

Emergency School Closings. Information about weather-related emergency school closings will be posted on the school website www.lancastermennonite.org, Facebook page and on Schoology. Information is also available on these radio and TV stations: WJTL (90.3), WDAC (94.5), WITF (89.5), WGAL (Channel 8), FOX 43.

Out of School Snow Days – Flexible Instruction Days (FIDs): An FID serves as a school day and the equivalent of 2-3 hours of work. Middle School assignments will be posted on Schoology by 9 a.m. and should be completed for the following day. Elementary assignments will be sent home physically in advance and posted on Schoology. Middle School students without internet or device access should inform their teachers in advance and will be given a one-day extension for their assignments. Five FIDs will be used per school year and then days will be added to the end of the school calendar if needed.

Elementary School (K-5)

- Teachers will send home a physical folder with FID instructions and assignments prior to an inclement weather day, *and* post assignments in a Flexible Instructional Day folder on Schoology by 9:00 a.m. Physical folders should be sent back to school the day after a FID. Total work time should not exceed 2 hours.
- Assignments will be due the following school day.
- Teachers will check their email and Schoology accounts regularly throughout the day and be available for questions until 3:05 p.m.
- Students without internet or device access should inform their teachers in advance and will be given a one-day extension for their assignments.

Pre-K

Pre-K will not participate in FID and will hold scheduled make-up days.

ACADEMICS/SCHOOL LIFE

Report Cards and Grading Scale

Lancaster Mennonite uses Schoology to provide information regarding student progress. Parents will receive a code via email that grants them access to Schoology. A separate code will be issued for each child in a family. A parent can also contact the front office to obtain these codes. Instructions are available at www.lancastermennonite.org/schoology.

PreK: Progress reports will be sent home by teachers at the end of trimester 2 and 3.

Grades K-5: Report cards are available on Schoology at the end of each trimester.

Grades 6-8: Parents and students can access grades on Schoology throughout the entire year. Report cards are available after the end of each quarter.

Report cards are used to:

- Inform parents of student progress towards specific, grade-level expectations
- Bring parents into closer understanding of the work of the school
- Record growth and achievement for students and parents
- Assist the student, parents and the school in working cooperatively to build skills and address needs of students

Elementary Grading Scale - revised 2018

In order to provide detailed information about student progress towards specific, grade-level expectations, a 4-point grading scale is used. On the 4-point scale, a score of a "3" shows mastery of the grade-level expectation. Students are expected to reach a "3" in each area by the end of the school year. A score of a "4" denotes that a student has *surpassed* a specific grade-level expectation.

4 Beyond grade-level expectations	A "4" means that the student is applying this skill in ways that go beyond what is expected at this grade level. In addition to mastery of expectations, the student demonstrates critical thinking and proficiency beyond grade-level expectations.
3 <i>Meets expectations</i>	This is the expected goal. A "3" shows strong, consistent and excellent work that meets the grade-level expectation. The student demonstrates this skill independently.
2 Approaching grade-level expectations	A "2" indicates that the student shows some understanding of this standard area, but does not demonstrate the skill independently, consistently, or to the expected proficiency. This is an area where the student is demonstrating ongoing growth.
1 Not yet meeting expectations	A score of a "1" indicates the student is not yet understanding the concept. The student needs significant additional support and modifications. This measurement may indicate a need for intervention.

Middle School Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<59%

HOMework/ASSIGNMENTS

Homework/Assignments

According to research, elementary students grow academically through a rich experience at school and an environment in which students:

- have imaginative play and outdoor exercise for them to develop to their fullest potential;
- learn to read for enjoyment and to develop wonder about their world; and
- have time to spend with family and friends, exploring their world.

Elementary Homework (Cooper et al, 2006. White Plains, NY: Longman), “research has produced no clear-cut consensus on the benefits of homework at the early elementary grade levels”; In his early meta-analysis, the author reported that the effect size was minimal in the early grades, increased some in middle school and more in high school. Therefore, reading is the primary expectation with minimal additional homework being assigned.

When families read together and students see reading modeled at home, they are encouraged to read more and become stronger readers and in turn, stronger students. Teachers encourage students to read each evening. Students are given time during the week to read independently and are guided in choosing what to read.

Guidelines per Grade Level

Grades K - 1

Parents read to children (or children read to parents) 10-15 minutes daily and may spend up to 10 minutes on other assignments.

Grades 2 -3

Parents continue to read aloud to children and encourage children to read independently at least 15 minutes per day. Students may complete other assignments up to 15 minutes per evening.

Grades 4-5

Parents are encouraged to continue to read aloud to children and encourage children to read independently 20 minutes per day. Students may complete other assignments up to 20 minutes per day.

Family visits to museums and the library promote learning outside of the classroom. Teachers may give optional ideas/suggestions to parents who desire more enrichment or supplementation to the daily program.

Grades 6-8

Assignments

Assignments are given in class with some class time devoted to them. At times, students may need additional time to complete those assignments outside of class. The school's intent is that the amount of time needed outside of class is minimal.

Students are given time during the week to read independently and are guided in choosing what to read.

Purpose of Assignments:

1. Encourage students to develop clear and meaningful communication through writing and speaking.
2. Encourage problem solving, critical thinking, and creativity.
3. Promote learning for a lifetime.
4. Stimulate interest beyond the curriculum.
5. Develop responsibility and self-discipline.
6. Reinforce and refine fundamental skills.

Teachers' Responsibility:

1. Establish and communicate a clear purpose for assignments in regard to student learning.
2. Explain how to do the assignment, include good examples.
3. Communicate clear expectations for each assignment. Check for understanding.
4. Assign developmentally appropriate assignments that are not busy work.
5. Make sure students fully understand the concepts and possess the skills needed to complete assignments.
6. Structure assignments in such a way that students can accomplish them with relatively high success rates.
7. Differentiate assignments as needed.
8. Give feedback promptly.
9. Discuss assignments and timetable among faculty to establish balance of assignments.
10. Avoid using homework as a punishment.

Students' Responsibility:

1. Have a system to track assignments.
2. Be sure all assignments are clear; don't be afraid to ask questions if necessary.
3. Set aside a regular time to read and study.
4. Find a quiet, well-lit study area free of electronics/social media.
5. Understand when an assignment is expected to be individual or group effort.
6. Produce quality work.
7. Make sure assignments are done according to the given instructions and completed on time.

Parents Suggestions:

1. Encourage your student(s) to set a regular, uninterrupted reading/study time each day.
2. Encourage your student(s) to establish a quiet, well-lit study area with necessary supplies.
3. Monitor the amount of time spent on assignments at home and communicate to the teacher if the amount of school work done at home disrupts family time or if the student is discouraged.
4. Be supportive to the student.
5. Maintain a balance between student ownership of work and parental involvement so that the student accepts responsibility.

Teachers and administrator will work together to support students experiencing disruption at home.

Grades 6-8 Guidelines

Encourage students to continue reading independently. Also, encourage cultural awareness, discussions of current issues or events, creative writing, and consistent math homework. The goal is for students to use their time wisely during the school day so that at home work is minimal (50 minutes per evening).

Memory Work: Memorization of scripture, poems, and songs is an organized part of the curriculum.

Academic Support: This program offers individualized instruction for students in all grades with learning needs. Admission to the program is done in consultation with the parents, teachers, and principal. An additional fee is charged for the program.

Nonpublic School Services of IU 13: This state agency provides an instructor at school for remedial academic support in reading and math. The program provides individualized assistance for students. Admission is determined by diagnostic testing. IU 13 also provides speech therapy and psychological services. There are no additional charges for these services.

Field Trips: The school views field trips as a valuable educational experience. The school covers the cost of transportation, but each student pays for any admission charges. A *Blanket Field Trip Permission* form is sent home at the beginning of the year to be signed and returned.

School Supplies: A list of student supplies necessary for each grade is available on the school website at www.lancastermennonite.org – click on the appropriate campus – My Campus Info – School Supplies.

School Programs: Drama/music programs are held at Christmas and in the spring.

Chapel: Is held once a week, and is a time of singing, prayer, worship and praise.

Volunteers: Parent volunteers play a major role in school life. The school's goal is to have each family participate in at least one volunteer activity each year. A volunteer sign-up is available online each year.

Phone Use: Students may use the school office phone with permission. All calls are to be made from the office. Students may not use cell phones during the school day.

Lunch: A daily lunch is offered for purchase. Monthly lunch menus are available on the school website at www.lancastermennonite.org – click on the appropriate campus -- My Campus Info – Food Services.

Health

- Parents should not send children to school who exhibit the following: a temperature of 100 degrees or greater, a generalized body rash, an inflamed eye with drainage, head lice or nits (remaining after treatment of lice), strong cold symptoms, or vomiting or diarrhea since the evening before school. Students should be fever-free for 24 hours before coming to school. Parents should email the office or call and leave a message when a child is at home ill.
- School personnel are not permitted to administer medication to students without written permission from physician and parent on the Medication Consent Form available at each campus office. This includes over-the-counter medicine such as Tylenol, cough syrup, etc. Medication Consent Forms can also be found on the website at www.lancastermennonite.org – click on the appropriate campus – My Campus Info – Medication Consent Form.
- Prescription medication must be sent to school in a container with the prescription labeled by a pharmacist or physician.
- Physical exams, dental exams, and immunizations are required by the state. Information is sent home about these when they are due.
- School personnel will give first-aid treatment if a student has an injury requiring immediate medical attention. If school personnel give first-aid treatment, the parents are informed immediately.
- If immediate medical attention is required, 911 will be called by a school employee.
- A nurse from the public school district serves the campus in its district. All students receive height, weight, and vision screenings once a year from the nurse.

Please follow the school wellness policy/guidelines listed below for refreshments for school parties.

- Classroom parties may offer minimal amounts of foods with one item that contains added sugar (i.e. mini cupcakes, doughnut holes, small serving of cookies, brownies, mini candy bar or a small serving of ice cream or popsicle). These sugar treats should be limited to special occasions such as a birthday treat. Two healthy foods should accompany a sugar-added treat.
- Suggestions of healthy foods include: fruits, vegetables, cheese, yogurt, dried fruit and trail mix.
- Teachers need to inform the class and parents of foods that may trigger food allergy reactions (including peanut and nut allergies) so persons can avoid those foods if necessary.
- Acceptable beverages include water, milk, 100% fruit juices and fruit blend juices.
- Birthday treat policies vary by campus. Check with your child's teacher at least one day before bringing a treat for a birthday.

Sports

Extracurricular participation is encouraged, developing a healthy lifestyle. Locust Grove Campus combines with the Lancaster Campus Middle School for interscholastic completion in selected sports. These teams are for students in grades 7 through 9. The Mennonite Sports Organization (MSO) offers programs for students through grade 6.

<https://www.lancastermennonite.org/athletics/mso/>

GENERAL GUIDELINES FOR A SHARED COMMUNITY

Character growth, classroom behavior, attitudes and effort are an integral part of student achievement. Student choices determine consequences, positive or negative, and we believe that students must accept responsibility for their behavior. Lancaster Mennonite School is committed to a restorative rather than punitive approach to discipline, which includes counseling, apologies, prayer, reconciliation and parental involvement. Restorative discipline is based on a motivation of love to help each child become conformed to the image of Jesus.

The school is responsible to clearly define behavioral guidelines and a safe environment and inform parents when their child shows a consistent pattern of misbehavior and what the consequences are. Parents are responsible to support school policies and teacher authority in dialogue with their children.

Understanding Behavior

Restorative Practices, Suspension and Expulsion. As an Anabaptist-Christian community, LMS is committed to fostering and nurturing a culture of peace, safety, respect, mutual accountability, and trust. When students engage in behavior that damages or threatens to harm themselves or our community, our first response must be to ensure the safety of our students and staff. Violence, whether physical or verbal, is not tolerated. We understand violence to include any behaviors, verbal, non-verbal, that cause another person to feel threatened or unsafe. Those who engage in violent behavior are separated from the school community while the situation is processed by the administration.

Our goal is to build a positive learning community with conduct that enhances the educational process. LMS expects students to develop self-regulation and build positive relationships with others. Teachers respond appropriately when school standards and expectations are violated. Restorative practices are central to restoring relationships.

The goal of discipline is not punishment, but rather changed behavior. Students and families will respect and work with teachers and administrators as needed for positively changed behavior. Restorative conferences may be used to repair harm caused by unacceptable behavior. Student mediation and negotiation strategies are also encouraged as methods for solving problems. In all cases, it is important to respect the dignity of the individual through due process.

A school administrator may suspend a student for any behavior that damages or threatens to harm themselves or our school community, or when suspension is otherwise determined to be

in the best interests of the student/s and school community. Examples of such behaviors include, but are not limited to:

- Violence (physical and verbal, including bullying).
- Actions involving injury to persons or destruction or misuse of property.
- Violation of local, state, or federal laws.
- Use or possession of weapons.
- Use, possession, or being under the influence of tobacco, alcohol, vapor products, or illegal drugs or substance on campus and at off-campus school functions.
- Abuse of legal drugs.
- Truancy from school or classes.
- Accumulation and continuation of minor offenses.
- Other conduct that is disrespectful to persons or disruptive of the educational process.

The school's response restore relationships may include a community service assignment, restorative conference, detention, development of a plan to change behavior, fine, suspension, writing thinking papers, etc. Restorative conferences may be used to repair harm caused by poor/unacceptable choices. In all cases, the goal is maintaining a positive school climate and enabling individual growth and restoring relationships. Being a student at LMS is a privilege that is based upon meeting expectations.

The school will respond to out-of-school behavior when it affects in-school behavior, has a negative effect on other students, interferes with the school's operations, or violates the standards of conduct the school expects of its students. If a student experiences an arrest or conviction, the school will conduct a review of the situation, including the student's enrollment status and conditions of enrollment.

Bullying: Bullying means an intentional, repetitive electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting or where the behavior directly impacts the school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

- Substantial interference with a student's education.
- Creation of a threatening environment.
- Substantial disruption of the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

Forms for reporting bullying are available from the school office or school counselor.

Restorative Justice: Restorative justice brings persons harmed by inappropriate behavior or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. This process empowers individuals and groups to work together to improve their mutual understanding of an issue and jointly reach the best available solution.

A restorative approach to discipline helps students recognize that all of their activities affect others and that people are responsible for their choices and actions. Restorative justice holds

students accountable for their actions. It enables people to reflect on how they interact with each other and consider how best to prevent harm and conflict. At Lancaster Mennonite we value the biblical teachings of Jesus as we attempt to live out the model of peace, reconciliation and hope in everyday life that restorative justice represents.

Suspension and Expulsion:

Suspension: The principal, in consultation with the superintendent, may suspend a student from school for a period not to exceed ten days.

Expulsion: When restorative measures have failed, the student or family is uncooperative or if the presence of the student in school is deemed inadvisable, or the student has violated law and the family has not withdrawn the student, administration reserves the right to expel the student.

Appearance and Dress Code Expectation: Lancaster Mennonite desires that students come to school in neat, clean, and modest clothing that is appropriate to create a positive educational atmosphere. The following expectations are in effect upon entering the buildings in the mornings until exiting the campus at the end of the day.

- Shirts must have straps at least 2.5 inches wide (approximately three fingers wide). Spaghetti straps, tube tops, muscle shirts, halter-tops, off-the-shoulder tops, and/or strapless tops are not permitted.
- Dresses, skirts, and shorts must be mid-thigh or longer when standing (this includes athletic shorts).
- All clothing must be free of holes, cuts, tears and or rips that expose undergarments or skin.
- Undergarments must be concealed at all times. Clothing that reveals undergarments, whether due to transparency, length, style, or cut is not permitted. Pants must be worn at the waist and may not reveal undergarments.
- Pictures, messages, and symbols on clothing, jewelry, or other accessories may not contain profanity or obscenity or include references to tobacco, vaping, alcohol, drugs, violence, or illegal activity. Pictures/messages/symbols with sexual, racist, oppressive, or generally negative connotations may not be worn.
- Hats, hoods, sunglasses may not be worn during the school day.
- Camouflage and distinctive military clothing may not be worn.
- Footwear must be worn at all times. Certain classes may require particular footwear to ensure student safety.

SCHOOL POLICIES

Selection of Instructional Materials and Library Books: The professional staff and curriculum director choose textbooks and other instructional materials with final approval by the principal. Because a book is in the library does not mean that the school condones every part or situation characterized in the book, but rather feels that the overall literary content is such that it is important not to disqualify it from the library. A book review committee of parents may be set up by the principal for counsel.

Discrimination & Harassment Policy: Lancaster Mennonite admits students of any race, color, national origin, ethnic origin or gender to all the rights, privileges, programs and activities generally made available to students at the school. LM does not discriminate on the basis of

race, color, national origin, ethnic origin or gender in administration of its educational, admissions, scholarship, loan, athletic and other school-administered programs and policies. Any discrimination or harassment based on race, color, national origin, ethnic origin or gender is strictly forbidden and will not be tolerated. Any allegation of harassment or discrimination will be promptly investigated.

If a student suffers any such harassment or discrimination by another student, a staff member or faculty member, or knows of such harassment or discrimination, the student or student's parents immediately should report such conduct to a teacher, the principal or superintendent. The school will not retaliate against a student who makes such a report. All such reports will be investigated promptly by the school.

Universal Health Precautions: LMS maintains compliance with Universal Health Precautions to prevent the spread of infectious diseases in the school setting

Technology Acceptable Use Policy

- Lancaster Mennonite School recognizes that educational technology provides a valuable resource for students. The use of this tool requires both district-provided safeguards and student responsibility. To the best of its ability, LMS provides a safe, secure technological environment for students in compliance with state and federal blocking and filtering regulations. Realizing the blocking and filtering software/hardware alone provides a false sense of security, LMS contends that students must obtain the skills necessary to responsibly navigate Internet usage and be held accountable for their behavior.
- It is important to note that the services and resources provided by LMS are not the same as private home internet accounts. Students should have no expectation of privacy. Therefore, LMS has the right to monitor, delete, and access all viewed, verbal, written actions performed or logged on its systems. Furthermore, LMS considers any violation of this Responsible and Acceptable Use Policy to be a significant matter and reserves the right to limit, refuse or revoke access to its technology resources.
- The Lancaster Mennonite School's Responsible and Acceptable Use Policy applies to all technology resources including, but not limited to cell phones, tablets, personal laptop computers, school computers, audio and video equipment, networks, and storage devices. LMS students are expected to use school resources in an ethical, moral, and legal manner.
- All LMS technology systems and information accessed, transmitted, and stored on them are governed by school policies and are subject to administrative supervision and inspection. LMS reserves the right to monitor, access, retrieve, read and disclose all messages and other information created, posted, accessed or stored on its system without prior notice. School administrators may confiscate any electronic device from students suspected of being in violation of the Responsible and Acceptable Use Policy. Any student who violates this policy is subject to loss of technology privileges, disciplinary action, including but not limited to suspension and expulsion, and legal prosecution.

Crisis Management

- The principal and/or the school superintendent and the director of communications are official spokespersons for the school and will be the person(s) who communicate the official school position regarding a crisis situation to the media and the school community. The administrative assistant will be the liaison through whom details of contacting outside persons are routed. The superintendent and principal will communicate as soon as possible with the staff and then with the students and parents to get the facts out without over-sensationalizing the event. Reporters from the media will not be allowed to speak with students or staff.
- Staff members are assigned tasks to manage a crisis, with homeroom teachers responsible for supervising their classes.
- A crisis management team will deal with follow-up details. This will include the superintendent, building principal, local pastor, and one or two staff members. It will include counseling from staff members and local pastors.