



LANCASTER
MENNONITE

FAITH • EDUCATION • COMMUNITY

Lancaster Mennonite School Family Handbook Grades PreK-4

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.

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Mission: Lancaster Mennonite School provides PreK-12th grade education in a diverse community that nurtures students to become creative and innovative learners who are prepared for college, career and life. Centered in Christ and committed to educational excellence, students are empowered to change the world through Christ-like love, peacemaking and service.

Vision: LM will be a leader in PreK-12th grade educational experiences of excellence and character. Through local and global connections in a Christ-centered community lives will be transformed and our world changed.

Core Values:

Together we will:

- Seek Jesus Wholeheartedly
- Live Compassionately
- Build Bridges of Peace
- Cultivate Global Citizens
- Nurture Curiosity and Creativity
- Empower Lifelong Learning
- Change the world!

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 LM 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.

TABLE OF CONTENTS

Academics	.....pages 4-5
Report Cards	
Elementary Grading Scale	
Academic Support	
Nonpublic School Services of IU13	
Spanish Immersion Program	
Appearance & Dress Code Expectations	.....pages 5-6
Attendance Policy & Procedures	.....pages 6-7
School Day Hours	
Excused Absences	
Unexcused Absences	
Tardiness	
Early Dismissal	
Notification of Excessive Absences	
Closings and Delays	.....page 8
Emergency School Closings	
Flexible Instruction Days (FID)	
Health	.....page 8
First Aid	
Illness	
Medication	
Homework & Assignments	.....pages 9-10
Grade Level Guidelines	
Purpose of Assignments	
Memory Work	
Teachers' Responsibilities	
Students' Responsibilities	
Parents' Responsibilities	
Academic Integrity Policy	
Parental Involvement	.....pages 11-12
Family Covenant	
Parent-School Relationship	
Parent-School Communication	
Volunteering	
Restorative Practices Framework	.....pages 12-15
Guidelines for a Shared Community	
Tiered Restorative Justice and Support	
Elementary Tiers of Support	
Elementary Behavior Response Grid	
Bullying	
Suspension and Expulsion	

Safety	.....page 15
Custody Information	
School Entrance & Safety	
School Life	.....page 16
Birthdays	
Chapel	
Field Trips	
Lunch	
Phone Use	
Programs	
Recess	
Supplies	
Sports	
School Policies	.....pages 17-18
Crisis Management	
Discrimination & Harassment Policy	
Selection of Instructional Materials and Library	
Books	
Technology Acceptable Use Policy	
Wellness Policy	
Transportation	.....pages 18-20
Before and After School Care	
Busing	
Carpool	
Morning Drop-Off	
Afternoon Pick-Up	
PickUp Patrol	
Appendix	.....page 21
Spanish Immersion Parent Commitment Agreement	

ACADEMICS

REPORT CARDS

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

Grades K-4: Digital report cards are available at the end of each trimester.

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

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 <i>Beyond grade level expectations</i>	<i>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.</i>
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 <i>Approaching grade-level expectations</i>	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 <i>Not yet meeting expectations</i>	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.

NONPUBLIC SCHOOL SERVICES OF IU13 (Tier II support for academics)

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, school counseling, psychological services, and social work services. There are no additional charges for these services.

ACADEMIC SUPPORT (Tier III support for academics)

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.

SPANISH IMMERSION PROGRAM

Our Spanish immersion program uses language as a tool to learn content rather than just another content area to study. Spanish Immersion students meet all academic standards of Lancaster Mennonite School while becoming proficient in the Spanish language and developing cultural understanding. In order for students to have success, parents should understand and be engaged in the commitments for the program. (See Appendix for the Spanish Immersion Parent Commitment Agreement)

APPEARANCE & DRESS CODE EXPECTATIONS

LM desires that students come to school in clothing that is appropriate for our school context, creating a **positive, professional educational atmosphere** and celebrates human dignity. Our dress code is designed to ensure that all students are respected. Just as certain jobs and professions maintain certain expectations for dress, so, too, does LM.

“Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore, honor God with your bodies.” (I Corinthians 6:19-20)

- 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.
- No exposed midriffs will be permitted. Shirts must cover the midriff on all sides when the student is seated, standing or performing any other school-related activities (such as raising a hand, etc.).
- Dresses, skirts, and shorts length should be at or below fingertips extended.
- Jeans may have rips but not above the knee.
- 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, satanic, or generally negative connotations may not be worn.
- Pictures/messages/symbols directly related to/referring to political candidates or politicians may not be worn.
- Hats, hoods, sunglasses may not be worn during the school day.
- Distinctive military clothing (military camouflage or clothes promoting the military) may not be worn.
- No pajamas or sleepwear may be worn.
- Footwear must be worn at all times. Safety considerations may dictate the type of footwear worn in specific classes or school settings.

Teachers will inform the office of dress code violations so that students will be called to the office and informed privately.

Students who do not follow the dress code may be asked to change clothes or remove accessories. If the student does not have appropriate clothing in which to change, a parent/caregiver may be asked to provide it. The school may also provide clean alternatives when possible. Repeated dress code infractions may result in additional consequences as noted below.

First Offense: Student required to change; warning issued

Repeated Offenses: Managed at the discretion of the principal which will include contact with a parent.

ATTENDANCE POLICY & PROCEDURES

We know that your child's success in school is important to you. Therefore, it is important that your child is in school every day to receive instruction from their teachers, to build their knowledge and relationships, to thrive from the routine, and to instill the responsibility of being on time. These are important habits for future work and career success. When students miss school, they miss out. Students who miss 10% of the school year are missing out on almost a full month of school, and research has shown that students who are frequently absent in the primary grades also frequently struggle to read fluently by third grade. Chronic absence has also been tied to higher dropout rates and other risky behaviors. Chronic absence refers to all total absences, even those that are excused.

Absences can quickly add up and parents tend to underestimate how often their child is absent. Illness is often unavoidable, so we ask that you carefully consider when you plan appointments, vacations and other events that may take your child out of school. We build long weekends into our school calendar to provide families the opportunity for travel. If you have questions about your child's attendance or concerns about their absences, please contact the school office.

SCHOOL DAY HOURS

PreK-4th grade classes begin promptly at 8:10 a.m. and end at 3:00 p.m. The elementary building opens at 7:55 a.m. Students must be in their classrooms by 8:10.

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 your student will be absent from school, please also report the absence using PickUp Patrol by 9:00 am on the day of the absence.

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:** The school team 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. Absences are considered unexcused until proper notification is received.

TARDINESS

A tardy is arrival to school after 8:10 a.m. Students arriving after 8:10 must be checked in by their parent/driver at the office. 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.

NOTIFICATION OF EXCESSIVE ABSENCES

- **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.
 - o 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.
 - o 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.

CLOSINGS AND DELAYS

EMERGENCY SCHOOL CLOSING

Information about weather-related emergency school closings will be posted on the school website www.lancastermennonite.org, social media and on Schoology and SeeSaw. Information is also available on these radio and TV stations: WJTL (90.3), WDAC (94.5), WITF (89.5), WGAL (Channel 8), FOX 43. Opt in for texts through the SchoolMessenger app/platform.

FLEXIBLE INSTRUCTION DAY (FID)

An FID serves as a school day and the equivalent of 2-3 hours of work. Some assignments may be sent home physically in advance, though most will be posted on Seesaw. Five FIDs will be used per school year and then days will be added to the end of the school calendar if needed.

- Teachers will post assignments for the FID on Seesaw by 9:00 am. Students will demonstrate completion of activities in order to be marked “present.” Total work time should not exceed 2 hours.
- Assignments will be due by the following school day.
- Teachers will check their email and Seesaw accounts regularly throughout the day and be available for questions until 3:05 pm.
- Students without internet or device access should inform their teachers in advance and will be given a one-day extension for their assignments.

HEALTH

A nurse from the public school district serves the campus remotely and administratively. All students receive height, weight, and vision screenings once a year from the nurse. Physical exams, dental exams, and immunizations are required by the state. Information is sent home about these when they are due.

FIRST AID

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.

ILLNESS

Children may not attend school if they exhibit any of the following:

- Temperature of 100 degrees or higher. Student needs to be fever free without medication for 24 hours before he/she may return to school.
- Vomiting or diarrhea within 24 hours before school. Students must be vomit free and free of episodes of diarrhea for 24 hours before he/she may return to school.
- Contagious conditions such as but not limited to, flu, strep throat, pink eye, impetigo, scabies or ringworm.

If a child is sick with any of the above symptoms or is contagious, it is the responsibility of the parent or other person(s) listed on the emergency form to pick the child up from school without delay.

MEDICATION

School personnel are not permitted to administer **any** medication to students without written permission from physician and parent on the Medication Consent Form. This includes over-the-counter medicine such as Tylenol, cough syrup, etc. Medication Consent Forms can be found on the website or in the office. Prescription medication must be dropped off by an adult at the school office in a container with the prescription labeled by a pharmacist or physician. Students may not carry medications to or from school.

HOMEWORK & ASSIGNMENTS

At LM, we believe that 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.

GRADE LEVEL GUIDELINES

- **Grades PreK – K**
 - Parents read to children (or children read to parents) 15 minutes daily and students may spend up to 10 minutes on other optional assignments.
- **Grades 1 – 2**
 - 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 3 – 4**
 - Parents and teachers will encourage children to read independently 20 minutes per day. Students may complete other assignments up to 20 minutes per day. Instrumentalists will be expected to practice their instrument at home as well.

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. Teachers will guide students in choosing appropriate texts to read at school and home.

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.

MEMORY WORK

Memorization of scripture and songs are embedded faith practices within the classroom and are practiced at school when applicable.

TEACHERS' RESPONSIBILITIES

1. Establish and communicate a clear purpose for assignments in regard to student learning.
2. Explain how to do the assignment, including good examples.
3. Communicate clear expectations for each assignment. Check for understanding.
4. Assign developmentally appropriate assignments
5. Make sure students fully understand the concepts and possess the skills needed to complete assignments.
7. Structure assignments in such a way that students can accomplish them with relatively high success rates.
8. Differentiate assignments as needed.
9. Give feedback promptly.
10. Discuss assignments and timetable among faculty to establish balance of assignments.
11. Avoid using homework as a punishment.

STUDENTS' RESPONSIBILITIES

1. Keep track of assignments with the support of the teacher and parents.
2. Ask questions about how to complete assignments
3. Set aside a regular time to read and study, free of distractions
4. Understand when an assignment is expected to be an individual or group effort.
5. Produce quality work.
6. Make sure assignments are done according to the given instructions and completed on time.

PARENTS' RESPONSIBILITIES

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 administrators will work together to support students experiencing disruption at home.

ACADEMIC INTEGRITY POLICY

As those who seek Jesus wholeheartedly, we strive to model the life of Jesus through our actions that reflect honesty and integrity. Plagiarism is a form of cheating and stands in direct violation of expectations for our learning community. Plagiarism is the use of the words, ideas, or work of another as if it were one's own or re-using one's own work as if it were new.

Examples of plagiarism include the following:

- Submitting, as your own work copied, in part or in whole, from another student or from print or electronic sources
- Using direct quotes or paraphrased information without proper citation
- Incorporating another's phrases, ideas, images, charts, statistics or interpretations in your writing without proper citation
- Collaborating with other students on individual assignments and either submitting similar work or having another student complete the work for you
- Resubmitting your own previous work as new
- Submitting work created in part or in whole that was generated by artificial intelligence

PARENTAL INVOLVEMENT

FAMILY COVENANT

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 every person.
- Be active participants in the educational process, striving for excellence in every aspect of campus life.
- Uphold the policies and expectations of LM, 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, 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 parent volunteers plan for activities and fundraisers. The structure under which these activities are provided is a principal's decision. All families are invited and encouraged to volunteer their time and resources as they are able, and to attend school events.
- A New Family Orientation evening, as well as a Family Engagement evening are planned early in the school year.
- Parent-teacher conferences are held twice a year.

PARENT-SCHOOL COMMUNICATION

Good communication and partnership between home and school are integral components of effective education. It is the responsibility of the parents to provide the school with any updates to contact information, and to reach out if regular communications are not received.

- **Monthly** elementary news emails serve as a primary communication tool. At other times, email messages are sent from the office as reminders of upcoming events or other important information.
- **Seesaw** is a communication app used by teachers for communication with parents, sharing important announcements and photos of student learning, and to complete activities at home when needed. All parents/caregivers should connect to the Seesaw app for parent updates and communication.
- **Weekly updates** from homeroom teachers are posted on SeeSaw for parents.
- **Parent-Teacher conferences** are held in the fall and spring. Parents are expected to participate in both conferences. Other conferences are scheduled throughout the year at teacher or parent request.
- **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.
- For very serious concerns, or if an incident involves the teacher, please communicate directly with the building principal. This would include instances of suspected harassment or abuse.

VOLUNTEERING

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. Classroom volunteers must have clearances on file in the office.

RESTORATIVE PRACTICES FRAMEWORK

GUIDELINES FOR A SHARED COMMUNITY

Character growth, positive 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 to help each child know and demonstrate the reconciling love of Jesus.

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

TIERED RESTORATIVE JUSTICE AND SUPPORT

At LM, a tiered approach to restorative justice enables all students to engage with restorative practices at levels which meet their individual needs. Families can contact principals for more detailed information regarding disciplinary responses. Restorative practices help our school:

- Build relationships to create a caring, Christ-centered community
- Prevent or transform conflict peacefully before it escalates
- Engage students and community members in repairing harm and transforming conflict

Tier 1	Strategies for <i>all students</i> to engage in proactive peacebuilding, conflict prevention, and behavior support and modeling . Minor disciplinary issues at this level are primarily overseen by classroom teachers with redirection or conversation.
Tier 2	Intervention strategies for <i>a few students</i> , focusing on accountability, peaceful conflict resolution, repairing harm, and restoring relationships. Disciplinary issues at this level involve additional staff, parents, or administrators.
Tier 3	Intensive interventions for <i>a few students</i> , focusing on safety, repairing harm, and restoring relationships. Disciplinary issues at this level involve multiple stakeholders, and may result in suspension or expulsion. A supported re-entry is provided following suspensions.

ELEMENTARY TIERS OF SUPPORT

This plan demonstrates some of the specific ways in which Tiered Restorative Practices and Support are in place at the elementary level. This list is not exhaustive, and restorative justice allows for consequences and support to be flexible to meet the individual needs of students in each unique situation.

RESTORATIVE PRACTICES		SUPPORT SYSTEMS
<p>Teacher-led:</p> <ul style="list-style-type: none"> • Daily class meetings/circles • “Encounter” faith formation curriculum <ul style="list-style-type: none"> - Explicit teaching of conflict resolution strategies - Respect Agreements • Peace zones, take-a-break areas, etc. • Check-out circles for integrated arts • Posters of expectations in every room • Restorative inquiry • Think sheets and supported reflection <p>School-led:</p> <ul style="list-style-type: none"> • School-wide positive behavior support plan <ul style="list-style-type: none"> • Positive behavior recognition on morning announcements and bulletin boards • Monthly multi-age student small group activities • Social skills curriculum taught by counselor 	<p><u>Tier 1</u> Includes all students in all settings</p>	<p>Teacher-led:</p> <ul style="list-style-type: none"> • Office referrals • Counselor referrals (teachers, parents, or students can refer) • Student Success Team referrals <p>School-led:</p> <ul style="list-style-type: none"> • Explicitly taught, school-wide recess and lunch expectations • Attendance data - monthly review • Behavior Response Grid • Regular staff trainings and professional development
<ul style="list-style-type: none"> • Individual behavior plans - created with family, teachers, administration, counselor • Small group counseling - (academic, social emotional, etc. with school counselor) • Restorative circles for student conflict resolution 	<p><u>Tier 2</u> Interventions and Strategies for some students, initially school led</p>	<ul style="list-style-type: none"> • Student Success Team case management • Attendance support- family contact and plan created • Bullying and Harassment forms • Recommendation for Tier 3 support if needed
<ul style="list-style-type: none"> • Alternatives to suspension, supported in-school suspension, out of school suspension when necessary • Re-entry circles following suspensions • Restorative meetings with multiple stakeholders 	<p><u>Tier 3</u> Intensive school-led supports and alternatives</p>	<ul style="list-style-type: none"> • SST recommends referral for IU13 consultation or evaluation, school district evaluation, mental health evaluation, or behavioral health evaluation • Law enforcement involvement when necessary • Title IX process enacted when necessary

ELEMENTARY BEHAVIOR RESPONSE GRID

	Types of Behaviors (This list is non-exhaustive)	Possible Classroom Responses (Depending on situation)
<u>Tier 1 Behaviors</u> <i>Tier 1 interventions are handled by classroom teachers.</i>	<i>Minor, non-recurring instances of:</i> <ul style="list-style-type: none"> Disrupting class Disrespect Inappropriate language, humor, or name calling Leaving area without permission Physical contact (play fighting, hitting, kicking, pushing, spitting, etc.) Lying or cheating Vandalism or stealing Technology violation Dress code violation 	<ul style="list-style-type: none"> Restate/reteach expectation Remind of Respect Agreement Redirection Give a warning Take-a-break area For physical contact - communicate with parents Think sheet Restorative inquiry Student/teacher chat Loss of privilege Repairing physical damage or replacing item Apologies
<u>Tier 2</u> <i>Major behaviors requiring follow-up from administrative staff and parent involvement</i>	<ul style="list-style-type: none"> Any repeated Tier 1 behavior Repeated physical contact (hitting, kicking, etc.) Possession/suspicion of toy weapon Inappropriate touch or sexual contact (pulling down pants, touching private parts of self or others) <i>Major instances of:</i> <ul style="list-style-type: none"> Lying or cheating Vandalism or stealing Technology violation Leaving area Inappropriate or oppressive language or humor, name-calling 	<i>In addition to above:</i> <ul style="list-style-type: none"> Office referral Parent contact Removal from class if necessary Restorative meeting to make a plan and make it right Referral for Student Success Team, counselor, etc. if needed Mental health clearance if needed
<u>Tier 3</u> <i>Major behaviors requiring immediate intervention</i>	<ul style="list-style-type: none"> Inappropriate touch or sexual contact Possession or threats of weapon Bullying, harassment, threats (including self-harm) Other highly unsafe behavior 	<i>Always:</i> <ul style="list-style-type: none"> Office referral or phone call Parent contact <i>If necessary:</i> <ul style="list-style-type: none"> Removal from class Threat assessment Enact Title IX investigation Enact Bullying investigation Mental health clearance Call 911

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. Additional forms for reporting incidents specific to racial discrimination or harassment are available.

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. A supported re-entry is provided following expulsion to repair harm and hold the student accountable.

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.

SAFETY

CUSTODY INFORMATION

The school uses a student's birth certificate to assume custodial arrangements. If there are any changes to the student's custody arrangements, parents must notify the school immediately and provide legal documentation (custody orders, protection from abuse orders, change of address, etc.) in order for the school to make adjustments in order to support the custody arrangements. Without documentation, the school cannot restrict contact (picking a child up from school, receiving school emails, etc.) from a parent listed on the birth certificate.

SCHOOL ENTRANCE & SAFETY

To promote a safe and secure environment for our students, all 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 must use the main door by the office and sign the visitors' log located there.

SCHOOL LIFE

BIRTHDAYS

Parents are welcome to bring non-food treats for the class for their child's birthday, such as a book donation for the classroom. *Please do not send food treats for the class for a birthday*, as there are many birthdays, and the goal is to promote non food-based ways to celebrate. We will celebrate student birthdays in a variety of ways, such as:

- Letting students choose a book from the "Birthday bookshelf" during their birthday month
- Classroom-based celebrations, such as singing, cards, or special privileges

CHAPEL

Elementary chapel is held once a week, and is a time of singing, prayer, worship and community-building.

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.

LUNCH

A daily lunch is offered for purchase. Monthly lunch menus are available on the school website. Free and reduced lunches are available to qualifying families.

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 or smartwatch technology during the school day. Students using smart watch technology may be asked to remove watches and place them in backpacks.

RECESS

Students need time daily for outdoor playground activities and free play, weather permitting. Playground aides and/or teachers provide supervision during the recess period. All students must go outside for recess when it is offered unless they have brought a note from a physician. A request for extended excused absence from recess must be accompanied by a statement from a physician. Parents are asked to have their children wear the appropriate seasonal clothing and footwear for safe playground activities. Staff will use the following temperature and outerwear guidelines to ensure student safety and comfort:

- Below 25 degree "Realfeel" - *indoor recess*
- 25-50 degree Realfeel - *students will go outside for recess, and must wear appropriate outerwear (When at or below 32°, hoodies, cardigans, or light zip-ups are not sufficient by themselves. Extra outerwear is available, and students will be asked to borrow a school coat if needed).*
- 50+ degree "Realfeel" - *outdoor recess, outerwear not enforced*

PROGRAMS

Fine arts programs are held at Christmas and in the spring. All students are expected to attend and perform in the concerts.

SUPPLIES

A list of student supplies necessary for each grade will be sent to each student before the beginning of the school year, and can be found in the "Back to School" section on the school website.

SPORTS

Lancaster Mennonite Youth Athletics (LMYA) offers competitive and recreational athletic opportunities in a Christian context for students in grades K-6.

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

SCHOOL POLICIES

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.

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.

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.

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, LM 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, LM 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 LM are not the same as private home internet accounts. Students should have no expectation of privacy. Therefore, LM has the right to monitor, delete, and access all viewed, verbal, written actions performed or logged on its systems. Furthermore, LM 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. LM students are expected to use school resources in an ethical, moral, and legal manner.

- All LM technology systems and information accessed, transmitted, and stored on them are governed by school policies and are subject to administrative supervision and inspection. LM 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.

WELLNESS POLICY

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

- Classroom parties may offer minimal amounts of food 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 planned by the teacher. Two healthy foods should accompany a sugar-added treat.
- Suggestions of healthy foods include: fruits, vegetables, cheese, yogurt, dried fruit and trail mix. Acceptable beverages include water, milk, 100% fruit juices and fruit blend juices.
- Teachers need to inform the class and parents of foods that may trigger food allergy reactions (including peanut/nut allergies) so persons can avoid those foods if needed.

TRANSPORTATION

Elementary doors are unlocked at 7:55 am. Buses unload students between 7:55 am and 8:10 am and pick up at 3:00 pm. Carpooled students should not arrive before 7:55 am (unless being dropped off at Before School Care) and must be picked up by 3:15 pm (unless attending After School Care).

BEFORE AND AFTER SCHOOL CARE

Before and After School Care is available for students who are registered - registration occurs prior to the start of school and space is limited. Students must consistently follow school behavioral expectations in order to remain registered for the program.

Before School hours: 7:00-7:55 am

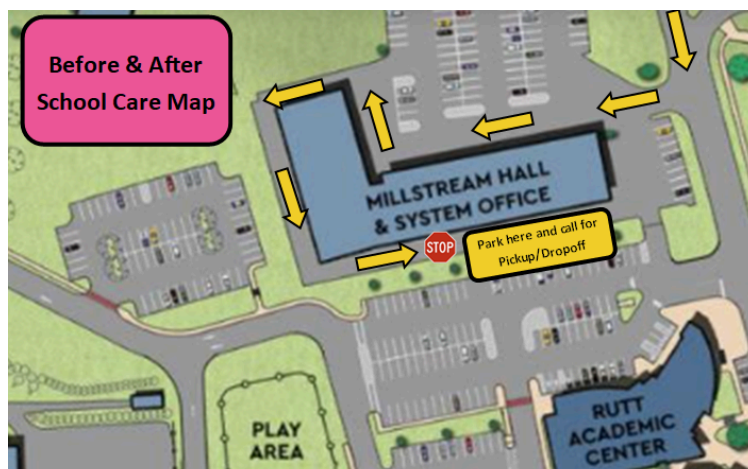
After School hours: 3:00-5:00 pm

*Cost: \$8.25/hour billed by **full hour or part thereof**. For example, a family who drops off at 7:45 will be billed \$8.25 for use of the hour. A family who picks up at 3:25pm will be billed \$8.25 for use of the first hour of after care. A family who picks up at 4:10 will be billed \$16.50 for use of both hours of after care.*

This program is dependent on adequate staffing, and if there are ever any program changes, families will be notified well in advance. Changes to a child's default after school plan should be made through the Pick Up Patrol app. Parents must pick up students promptly and keep payments up to date in order to continue using the before or after school program. There is no before school care if we have a weather delay. There is no after school care when dismissed early for scheduled early dismissals (unless staffing is such that the school could offer it on occasion) or inclement weather.

Students are not permitted to stay after school unless participating in a school-sponsored, supervised activity such as after school care, athletics, drama, etc. If students are not picked up by 5:00pm, an additional late fee of \$1.00 per minute will be charged. Additionally, any students not picked up by 3:15pm, who are not registered for after school care, may be billed the “late fee” rate.

Drivers for before or after school care drop offs and pickups can use the loop around Millstream Hall (Everence). Note that the “one way” sign on the corner of the Everence building does not pertain to parent drop offs/pickups - parents are allowed to drive through at these times, following the arrows on the map.



BUSING

Bus transportation for grades K-12 is provided by the school district in which a student resides, or by Lancaster Mennonite buses. Public school districts that offer free busing include Conestoga Valley, Eastern Lancaster County, Hempfield, Lampeter-Strasburg, Solanco, School District of Lancaster, Manheim Township, Penn Manor, Pequea Valley, and Warwick. Please contact the transportation office in your school district of residence to set up busing for your student. Busing is not available for PreK students.

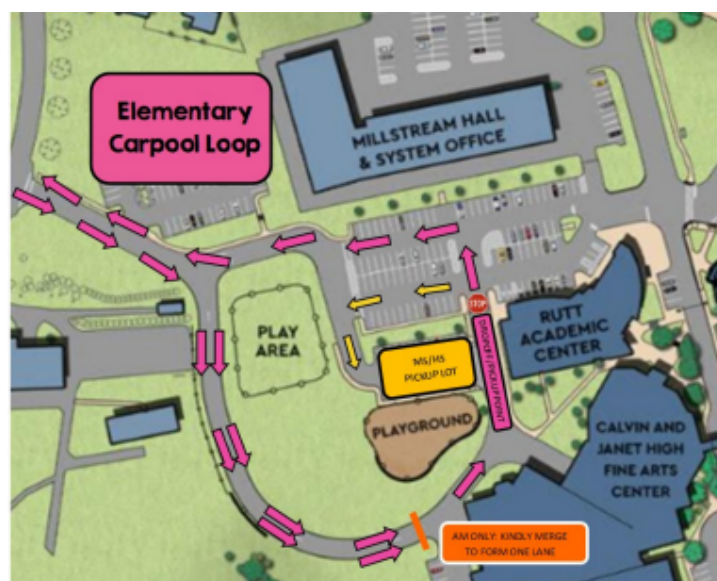
LM offers one paid bus route that runs to the Manheim/Mount Joy area.

CARPOOL

MORNING DROP-OFF (7:55-8:10)

All elementary families must use the carpool lane (**PINK ARROWS**), unless given special principal permission. The principal will add a sticker to your carpool tag if you have permission to park elsewhere. Please contact the principal to discuss whether an exception is right for you.

- Please form two lanes until you reach the merging point (**ORANGE LINE**). At this point, kindly merge into one lane.
- As soon as your car reaches the drop-off zone (**PINK RECTANGLE**), please have students unload. Parents should not get out of their car. Please do not wait for a staff member to open the car door. Have your child practice unbuckling and having their backpack ready.
- Do not drive out around unloading vehicles if your child is already out of the car. Wait until all cars pull forward.
- **Our doors close at 8:10.** Families arriving after 8:10 must check in with their child at the office.



AFTERNOON PICK-UP (3:00-3:15)

Please form two lanes the entire way through the carpool lane.

- Please have your PickUp Patrol car tag hanging/visible for our car tag readers. Please keep it hanging until you leave the campus.
- *PickUp Patrol car tags are required for student pick up.* If you do not have a car tag, you may be asked for ID or be asked to exit the carpool line and check in at the front office. If you need more car tags, please contact the elementary office.
- If anyone other than a parent will be picking their child up from school, please update the child's dismissal plan with the person's name.
- If you have both elementary AND middle/high school students, please pick up your elementary students first, then pull around and park in the MS/HS school pickup lot. (YELLOW RECTANGLE)
- If your child is not picked up by 3:15, they will be sent to After School Care, and your FACTS account will be billed. If your child is not registered for ASC, they will be billed the "late fee" rate.

PICKUP PATROL

We use the PickUp Patrol Dismissal System app to help manage dismissal time and for parents to communicate changes to their student's regular dismissal plans. Parents should create an account on PickUp Patrol and set a "default dismissal plan." We will dismiss your child based on the dismissal information you put into the PickUp Patrol app, so be sure to confirm the default dismissal plan before the start of each school year. New parents will receive an email with instructions for how to register.

Changes can be entered from a smartphone or computer in advance and at any time up until 2:30 on the day of the change. After 2:30, changes will not be accepted except in the case of an emergency. The end of the school day is a busy time. To ensure the safety of all students, please plan accordingly and limit these exceptions to emergencies only.

If your student will be absent from school, report the absence using PickUp Patrol by 9:00am on the day of the absence.

APPENDIX - Spanish Immersion Parent Commitment Agreement

The Spanish Immersion program at Lancaster Mennonite equips students to become proficient in Spanish while meeting all academic standards. In order for students to have success, parents should understand and be engaged in the commitments for the program. Please review the following statements:

- In the first three years of the Spanish Immersion program (Kindergarten – Grade 2) all classroom instruction will be in Spanish. Beginning in Grade 3, students will receive an English class. Gradually the amount of English will increase each year thereafter until entering the maintenance phase in the Middle School.
- At the beginning of the program some children could feel some stress and frustration since they may not fully understand all that the teacher is saying.
- The Spanish Immersion program is designed for a minimum six-year period and removing a child from the program, particularly in the earlier years (Kindergarten - Grade 3), could require supplementary tutoring in order to transition successfully into an English-only program.
- **Reading instruction in English is to be done in the home. There will be no direct English literacy instruction in Kindergarten – Grade 2.** Parents should be aware that there may be an initial delay in acquiring English literacy. **However, parents are expected to take responsibility for developing their child's English literacy through direct practice at home.** Learning to read in Spanish and English involve the same processes, but in order to build both languages simultaneously, direct and consistent parent support of English reading at home is essential.
- Spanish Immersion students are held to the same academic standards and they will be required to do the same standardized testing as any other child in our school system.
- Parental involvement is highly correlated with success at school. Parents need to support their children academically, even if they don't speak or understand Spanish, by showing interest in school, ensuring that homework is completed, **reading together in English**, communicating with the teacher, and seeking community opportunities to expose children to Spanish. Parent(s)/guardian(s) must agree to support entry into the Spanish Immersion program **and to attend any parent meetings and Spanish Immersion events.**

Having read the above statements, I commit to the following:

1. I will ensure that my child comes on time to school each day since regular attendance is vital to success in the program.
2. I recognize that no English literacy instruction will be given from Kindergarten through Grade 2 and I commit to ensuring that my child develops English literacy skills at home.
3. I understand that removing my child from the program could require tutoring for my child to transition successfully into an English-only program, and that my child may require English tutoring in order to remain in the program if recommended by the school team.
4. If my child is discovered to have learning problems that make success in the program very difficult, I will agree to have him/her reassigned to an English classroom based on the recommendation of the teacher and/or administration.
5. I also understand that my child's participation in the Immersion program is considered on a trial basis and that continued participation in the program will be evaluated and a determination made on future enrollment in the program. This may result in a need to reassign my child to an English classroom.

Your signature on the Annual Parent/Student Covenant confirms that you have read and understand the Spanish Immersion Parent Commitment Form and are willing to fulfill all of the requirements described.