



LANCASTER  
MENNONITE

*Centered In Christ • Transforming Lives • Changing Our World*

# **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.

*July 2022*

## **CONTACT NUMBERS**

Elementary Campus: (717) 740-2440

Middle School and High School Campus: (717) 299-0436

System/Business office: (717) 509-4459

**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.

### **Admissions**

Admissions and tuition information are available from the elementary 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](mailto:admissions@lancastermennonite.org)

Web site: [www.lancastermennonite.org](http://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 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, 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) plan for these activities, and fundraisers. The structure under which these activities are provided is a principal's decision.
- A Parent Orientation evening is planned early in the school year.

### **Parent-School Communication**

Good communication and partnership between home and school are integral components of effective education.

- **Monthly** elementary news emails serve as a primary communication tool. At other times, email messages are sent from the office or system 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 Family app (for parent updates and communication) and Seesaw Class app (for their child to do work at home if needed).
- **Weekly updates** from homeroom teachers are posted on SeeSaw for parents.
- **Parent-Teacher conferences** are held in the fall and spring. 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 or assistant 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.

## **ATTENDANCE POLICY AND PROCEDURES**

### **School Day**

Classes begin promptly at 8:10 a.m. and end at 2:50 p.m. The 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.

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 8:10. 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 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.

### **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.

### **Transportation**

Bus transportation is provided by the school district in which a student resides, or by Lancaster Mennonite buses. Elementary doors are unlocked at 7:55 am. Buses unload students between 7:55 am and 8:10 am and pick up at 2:50 pm. Carpooled students should not arrive before 7:55 am and must be picked up by 3:05 pm.

### **Carpooling**

Elementary parents/caregivers dropping students off or picking them up during arrival/dismissal hours must enter using the Greenland Drive entrance and wait in cars. Parents/caregivers must register using the Pick Up Patrol app, which will allow staff to dismiss students safely and

efficiently to approved drivers. For non-emergency dismissal changes, parents/caregivers should submit a “plan change” via Pick Up Patrol by 2:00 pm. Drivers must display their student’s Pick Up Patrol tag on the dashboard, and may allow others to pick up their child if the driver has the student’s Pick Up Patrol tag displayed on their dashboard. If a student will be picked up early, the driver must park and come to the office.

### **Before and After School Care**

Before and After School Care is available between 7-7:55 am, and 2:50-5 pm, respectively. Students must register 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. Students are not permitted to stay after school unless participating in a school-sponsored, supervised activity such as after school care, athletics, drama, etc.

### **Emergency School Closings**

Information about weather-related emergency school closings will be posted on the school website [www.lancastermennonite.org](http://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. Assignments will be sent home physically in advance and 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.

## **ACADEMICS/SCHOOL LIFE**

### **Report Cards and Grading Scale**

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

**Grades K-4:** 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.

<b>4</b> <b>Beyond grade-level expectations</b>	<b>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.</b>
<b>3</b> <b>Meets expectations</b>	<b>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.</b>
<b>2</b> <b>Approaching grade-level expectations</b>	<b>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.</b>
<b>1</b> <b>Not yet meeting expectations</b>	<b>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.</b>

## HOMWORK/ASSIGNMENTS

### 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.

### Guidelines per Grade Level

#### 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 at home.

### **Purpose of Assignments**

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

### **Teachers' Responsibility**

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

### **Students' Responsibility**

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

### **Memory Work**

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

### **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.

### **School Supplies**

A list of student supplies necessary for each grade will be sent to each student before the beginning of the school year.

### **School Programs**

Fine arts programs are held at Christmas and in the spring.

### **Chapel**

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

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

## 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 smart watch technology during the school day.

## Lunch

A daily lunch is offered for purchase. Monthly lunch menus are available on the school website at <https://www.lancastermennonite.org/lunch-2/>

## 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 <https://www.lancastermennonite.org/wp-content/uploads/2019/06/Medication-Consent-Form-May-2019.pdf>
- 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.

## **Celebrating Birthdays**

If you would like to bring something for the class on your child's birthday, you are welcome to bring a non-food treat, 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:

- Announcing birthdays (and half-birthdays for summer birthdays) on the loudspeaker during morning announcements
- Handing out birthday pencils from the office
- Classroom-based celebrations, such as singing, cards, or special privileges

## **Sports**

Lancaster Mennonite Youth Athletics (LMYA) offers programs for students through grade 6. <https://www.lancastermennonite.org/athletics/lmya/>

## **GENERAL 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.

## **RESTORATIVE PRACTICES FRAMEWORK**

Revised 7/22/2022

Lancaster Mennonite has long been committed to a restorative framework for discipline that builds positive and peaceful relationships, encourages accountability, and enables pathways to restore harm and change behavior. As a school within the Anabaptist faith tradition, we express that "Jesus is the center of our faith, community is the center of our lives, and reconciliation is the center of our work" (Palmer Becker, 2017). Proactive peacebuilding and involving students in a caring school community is our first approach to preventing student disciplinary issues. We expect most LM students will have little problem following school expectations. Reconciliation strategies, or restorative practices, are the approach taken when disciplinary issues arise.

Students and families are expected to cooperate fully with the restorative process as part of the school community.

**Restorative Justice** is centered in the belief that all people are created worthy and are wired for positive relationships. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

**Restorative Practices** are the skills and processes that help us build, nurture, and repair relationships to form a healthy, supportive, just, & welcoming community.

Katherine  
Evans and  
Dorothy



Vaandering, from *The Little Book of Restorative Justice in Education*

### 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
- 

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

### Tiers of Support - Elementary Grades

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

### Behavior Response Grid - Elementary Grades

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

## **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.

## **Appearance and Dress Code Expectation**

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.”* (1 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 finger tips 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 will be managed at the discretion of the principal which will include contact with a parent.

## **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.

### **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**

LM 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, 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.

## **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.