Dear LPS Families:

The staff at Lancaster Primary School welcomes you to the 2019– 2020 school year. We are excited and eager to accomplish remarkable things this year. We also look forward to the continuing support of our parents, guardians and the community. Educating our children academically and socially will require all of us working together and collaborating in a positive manner.

At LPS, we are committed to providing each child with a high-quality education. We strive to offer an academically challenging, safe, inviting and supportive educational environment for all children. The partnerships we develop between home, school and community will foster each child’s growth, and will maximize their learning potential.

I am looking forward to your participation with us this school year during our family programs, which may include: Bring a Parent to School, LPS Travel Club (Formerly known as CHIPS), PTA performances & meetings, productions, enrichment programs, and a variety of after-school programs and interventions.

To ensure that you stay informed of LPS events we encourage you to visit our website, like us on Facebook, read our newsletters and review your student’s daily folder. We also ask that you keep the school informed of address and phone number changes. This will ensure that you receive mailings and automated phone calls.

I extend a special thank you to our entire LPS staff for their enthusiasm and dedication. Everyone at LPS is eager to make this the best year for your child. Please, when you see our staff, thank them for their hard work and dedication.

Finally, should you have any questions, suggestions or concerns regarding our school, please feel free to contact me. Each year we strive to set goals for continuous improvement. Your suggestions and reflections are welcomed. I look forward to seeing you soon.

Sincerely,

Michael J. Daddario

Principal

**A WARM WELCOME AWAITS YOU AT LPS!**

This booklet was prepared to answer some of your questions about Lancaster Primary School. The Code of Student Conduct, which is written to ensure an atmosphere that is conducive for learning, is a separate document you also will receive. Please do not hesitate to call upon the school principal, assistant principal and teachers for further information. Procedures, regulations and policies are included herein. Many of these outline the orderly operation of the school and will assist you in working with us within prescribed guidelines. Some of the information in this handbook is required to be provided to you by Federal and State Law.

**We urge you to be involved in LPS, to visit LPS and to take advantage of opportunities to discuss your child's progress.**

**Lancaster County Public Schools Contact Information**

**School Board Administration (804) 462-5100**

Superintendent: Mr. Dan Russell drussell@lcs.k12.va.us

Director of Instruction: Mrs. Jessica Davis jdavis@lcs.k12.va.us

Coordinator of Special Programs: Mrs. Ann Kelly akelly@lcs.k12.va.us

Human Resources and Equity: Mr. Kelvin Evans kevans@lcs.k12.va.us

Director of Transportation: Mr. John Mann jmann@lcs.k12.va.us

Director of Food Services: Ms. Stephanie Carter scarter@lcs.k12.va.us

School Board meetings are scheduled on the second Tuesday of every month at 5:30 p.m. at the Annex building.

**School Board Members**

District 1 Katherine Keith, Member kkeith@lcs.k12.va.us

District 2 Kenya Moody, Member kmoody@lcs.k12.va.us

District 3 Audrey Thomasson, Chair athomasson@lcs.k12.va.us

District 4 Joan Gravatt, Member jgravatt@lcs.k12.va.us

District 5 Carolyn Young, Vice Chair cyoung@lcs.k12.va.us

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|  **Lancaster Primary School** |
| **Principal** | **Assistant Principal** |
| Mr. Michael J. Daddario | Ms. Regina Howard |
| mdaddario@lcs.k12.va.us | rhoward@lcs.k12.va.us |
| **Guidance Counselor** | **Administrative Assistant** |
| Ms. Jamilah Sawyer | M. James (JW) Sawdy |
| jsawyer@lcs.k12.va.us |  jwsawdy@lcs.k12.va.us |
| **Book keeper** |  |
| Mrs. Melanie Hathaway |  |
| mhathaway@lcs.k12.va.us  |  |
|  |  |

We welcome your questions, comments and feedback! Please follow this communication guide:

**LEVEL** **CONTACT**

Classroom Classroom Teacher

Individual School Principal/Assistant Principal

Special Education Coordinator of Special Programs

Food Services Director of Food Services

Staff/community relations/personnel Division Superintendent

Any other issues related to school Division Superintendent

**Lancaster Primary School History**

The building now known as Lancaster Primary School opened in January of 1959 as Brookvale High School and included grades eight through twelve. Students attending A.T. Wright High School began attending Brookvale High School in January of 1959 and became the first graduating class. In 1962-63 Brookvale School became Brookvale Combined School housing grades one through twelve. A gymnasium was completed in 1965. Morgan E. Norris students and Mount Jean students began attending Brookvale Combined School in the fall of 1968 since both schools were closed after the 1967-68 school year.

In 1969 students in grades 9-12 attended Lancaster High School in Kilmarnock. The Brookvale Combined School building previously housing grades one through twelve now housed grades five through eight and the name changed to Mantua Intermediate School. Mollusk Elementary School was closed in 1969. All elementary students attended Lively Elementary or White Stone Elementary.

In 1973 Lively Elementary School and White Stone Elementary School were closed. The students attending these two schools began attending school in the building which previously housed Mantua Intermediate School at Brookvale. The name was changed to Lancaster Primary School which consisted of grades one through four. The students previously attending Mantua Intermediate School began attending school in Kilmarnock in the Lancaster High School building which was renamed Lancaster Intermediate School. Lancaster Intermediate School then became grades five through seven. The eighth graders at that time attended Lancaster High School in Lancaster.

Kindergarten was added to Lancaster Primary School in September of 1974. The fourth grade was moved to Lancaster Intermediate School that same year.

Lancaster Primary School was renovated beginning in the summer of 1987. New kindergarten, cafeteria and library facilities were added to the building.

For the 1988-89 school year the fourth grade was moved back to Lancaster Primary School. However, during the summer of 1992 the fourth grade was moved to the newly renovated Lancaster Middle School in Kilmarnock. The eighth grade was also moved from Lancaster High School to Lancaster Middle School.

Currently, Lancaster County Schools consist of three buildings: Lancaster Primary School, Lancaster Middle School, and Lancaster High School. The primary school includes early childhood (3-year old’s - pre-kindergarten) through third grade, along with two regional special education classes and a Head Start program, fourth graders through eighth graders attend Lancaster Middle School, and Lancaster High School consists of grades nine through twelve.

**THE SCHOOL PROGRAM**

Curriculum and instruction at the elementary level reflects a developmental approach that is centered on the concepts, skills and processes in the individual subject areas. Each child is viewed as a unique person with an individual growth rate. Curriculum and instruction are responsive to individual differences in ability and interests. Diverse levels of ability, development, and learning styles are expected, accepted and used to plan and design appropriate learning experiences for each child.

The Virginia Standards of Learning (SOL) provides the framework for what is to be taught at each grade level. The curriculum, used division-wide, emphasizes basic skills and is rich in informational facts, along with problem solving and decision-making techniques. Technology plays a significant role in instruction and skills in the use of technology are incorporated throughout the curriculum.

**INSTRUCTIONAL DAY**

The instructional day begins at 8:20 a.m. and ends at 2:45 p.m. Late arrivals or early pick-ups should occur **only** in case of emergency. It is important that students are in school for the entire school day.

**ELEMENTARY INSTRUCTIONAL SCHEDULE**

Our elementary instructional schedule supports research-based instructional practices and provides the most efficient school day for ALL teachers and students by increasing the quality of instructional time and reducing fragmentation of the school day. Our goal is to create the best learning environment for students.

One component of the elementary schedule is time for Intervention/Enrichment where teachers provide extra help for students who are behind and provide enrichment to those students who have mastered the content. In addition, all grade level teachers are provided a daily common planning time to discuss instructional needs of students and curriculum implementation.

**STANDARDS OF QUALITY REQUIREMENTS**

Any student who fails to achieve the standards for the grade level, the benchmark for the PALS or SGA assessments or a passing score on all the Standards of Learning assessments for the relevant grade will be offered the opportunity for remediation.

**LANGUAGE ARTS**

The elementary language arts program is a continuum of literacy skills and strategies for students in pre-kindergarten through grade three. This includes processes critical to reading, writing, speaking, listening, information management and the use of technology. In Kindergarten through grade three, the primary goal is to teach all students to read and write and to comprehend a variety of fiction and nonfiction selections from all areas of the curriculum.

From kindergarten through grade three, students learn the structure of language and use the writing process to produce narrative, persuasive, expository and technical writings. Letter formation and penmanship are addressed in both manuscript and cursive formats. Student learning is enhanced with computer technology. Data access, retrieval and processing support instruction in reading, writing and research. Informational technology is a large part of student research and assists students in acquiring information from a variety of sources to produce effective oral and written presentations.

The Phonological Awareness Literacy Screening (PALS) and a variety of district wide assessments are used to monitor the progress of kindergarten through third grade students in reading, writing and word study. Students who need support beyond classroom instruction to meet literacy expectations may receive intervention.

The elementary language arts program has three strands: oral language, reading and writing. These strands follow the Virginia Standards of Learning. The Virginia SOL Curriculum Framework (VDOE), Enhanced Scope and Sequence (VDOE), and Blueprints (VDOE) serve as the foundation of the program.

In elementary language arts students should be able to:

* Use oral language (listening and speaking), reading and writing as primary ways to learn;
* Read and write on or above grade level;
* Communicate effectively using oral language, reading and writing.

The goals of the Elementary Language Arts Program ensure that students will:

* Use effective oral language skills in a variety of settings;
* Master the early learning-to-read basics by the end of grade two;
* Gain knowledge and internalize the use of early skills beyond grade two to recognize familiar words with automaticity;
* Read successfully at grade level or above by third grade read to gain content knowledge;
* Begin to develop listening comprehension strategies in kindergarten and develop strategies to read with comprehension by the upper elementary grades write successfully for different purposes and in different forms develop as life-long learners and effective communicators.

**MATHEMATICS**

The mathematics curriculum supports the following process for students to: become mathematical problem solvers, communicate mathematically, reason mathematically, make mathematical connections and represent and model mathematics appropriately. The curriculum focuses on six specific content strands. These content strands are number and number sense, computation and estimation, measurement, geometry, probability and statistics and patterns, functions and algebra.

Students must learn to use a variety of methods and tools to compute, including paper and pencil, mental math, estimation and calculators. Students will relate concepts and procedures from different topics within mathematics to other disciplines, using a variety of representations--graphical, numerical, algebraic, verbal and physical.

**SCIENCE**

In the elementary grades, students receive an introduction to the study of the content area disciplines through a curriculum that is activity oriented, content rich and provides opportunities to reinforce thinking skills. The content area disciplines lend themselves to the integrated approach to instruction. In science, the content includes the study of physical, earth and life sciences with such universal themes as patterns, cycles and change; life processes; time and space; forces; energy and matter; and relationships and resources. Students participate in science activities that are centered on teaching with a hands-on approach that emphasizes inquiry, scientific experimentation and science process skills.

H**ISTORY**

The study of history is vital in a democratic society. All students need to know and understand our national heritage to become informed participants in shaping our nation's future. The history and social science curriculum follows the Virginia Standards of Learning. Each course, from kindergarten to grade three is taught through four strands: history, geography, civics and economics. The history and social science Virginia Standards of Learning are designed to:

* Develop the knowledge and skills of history, geography, civics and economics that enable students to place the people, ideas and events that have shaped our state and our nation in perspective;
* Enable students to understand the basic values, principles and operation of American constitutional democracy;
* Prepare students for informed and responsible citizenship; develop students' skills in debate, discussion and writing; and
* Provide students with a framework for continuing education in history and the social sciences.

**HEALTH**

The goal of the elementary health program is to help students gain an increased awareness of overall wellness so that they may demonstrate a sense of pride and responsibility for their mental and physical well-being. Fostering individual growth and helping students practice effective communication and decision-making skills are key elements of the health program.

**ART & PHYSICAL EDUCATION**

Students in the elementary grades participate in art and physical education classes taught by a specialist in each area. A sequential curriculum includes both skills and concepts in each of these areas. Art is frequently highlighted within thematic units by the classroom teacher. Physical fitness is emphasized in physical education. Proper shoes should be worn for safety in physical education class.

**FAMILY LIFE**

In compliance with the directives of the Virginia State Board of Education, the family life education program is designed to help students understand and adjust to the pressures of growing up: physical, social and emotional pressures.

Developed by a broad-based community team, the program uses the state's objectives as its framework to ensure that students learn to build on their strengths, to make informed decisions, and to relate well to each other. Abstinence from all negative or harmful activities is stressed.

The development team made every effort to select objectives, instructional materials and activities which reflect the traditional family values of the community. Copies of the objectives for each grade level are available for review at each school. Parents may choose to "opt" their children out of any activities associated with the program. Forms to do so are available from the school principal.

**Dropping Students off at School**

The safety of students is our number one priority at Lancaster Primary School (LPS). To ensure a secure environment, LPS has adopted a new procedure for parents who bring their children to school in the morning. Parents may drop their child off at the sidewalk instead of walking him/her into the building. If a parent decides to walk his/her child into the building you may leave your child in the front foyer (just inside the front doors), parents will not be allowed to access the academic hallways. If a parent has a pre-arranged meeting with a teacher, please enter the office and follow the sign in procedures.

**SCHOOL COUNSELING SERVICES**

The school counseling program is proactive in its focus and based upon the developmental stages of students in grades kindergarten through twelve. Because student needs vary at different age levels, the areas of emphasis will vary accordingly. The program builds a foundation for learning in the following areas:

**Academic/Educational**

* Orientation/transition to the educational environment, resolution of problems which interfere with learning, awareness of academic abilities, strengths, needs, and interests, knowledge of effective study/test-taking skills;
* Awareness of curricular alternatives and career goals;
* Pursuit of a planned and balanced academic program consistent with abilities, interests, and educational needs;
* Awareness of post-secondary academic opportunities.

**Personal/Social**

* Development of increased self-understanding;
* Establishment of positive relationships through effective communication skills, acquisition of problem-solving/decision-making and coping skills, encouragement of self-directed and responsible behavior;
* Understanding the need for positive attitudes toward school, learning, community and society.

**Career**

* Awareness and knowledge about the world of work and careers;
* Acquisition of information about educational and vocational/training opportunities within and beyond school;
* Use of knowledge of self as it relates to career planning, establishment of tentative career objectives, preparation for future education and employment.

The school counselor encourages a cooperative relationship between school and home. Strategies include consultation with teachers, parents and administrators; personal counseling for small groups or individuals and information for referral to community resources as needed. Topics for classroom guidance are designed to enhance academic success and development of program-solving skills for all students.

Materials used in the school counseling program are available for parental review in each school. Interested parents should schedule an appointment with the school counselor for this purpose.

If a parent/guardian wishes to limit participation of a child in the social/personal counseling aspect of the School Counseling program, the parent/guardian should provide written notification to the school principal within 15 days of receipt of this handbook. The written notification must state that the child should not be included in either group, individual, or both forms of counseling.

We have one full-time counselor. Our counselor provides classroom guidance lessons addressing academic skills, career exploration, problem-solving and conflict resolution. Our counselor works with small groups of students on issues such as time management, study skills, test-taking strategies, friendships, relationships and anger management. Other small group offerings develop based on demonstrated student need. Individual counseling is provided for students to help them succeed in school.

**CHARACTER EDUCATION**

Our character education words include respect, attitude, integrity, kindness, courage, cooperation, responsibility, dependability, and perseverance.

We expect all students and staff to model these positive character traits daily. Teachers and staff are encouraged to highlight these character traits in their daily lessons throughout the year.

**LIBRARY MEDIA CENTER**

The library media center houses a collection of books and other materials to support the curriculum as well as children's reading interests. Children are encouraged to check out books and read them independently. Please encourage the prompt return of these books so they may be available to all students. Replacement costs must be paid if books are lost or excessively damaged.

**SPECIAL PROGRAMS & ENRICHMENT PROGRAMS FOR GIFTED STUDENTS**

We provide a variety of services for students in grades K-3. For identified gifted students in grade three, the gifted resource teacher extends the curriculum in depth and in breadth in both a pull-out setting and within the regular classroom. Enrichment options for individual students and small groups in grades kindergarten through two may be provided by the gifted resource teacher.

Our gifted resource teacher also assists in providing appropriate differentiated instructional services in kindergarten through third grade classrooms. A school-based Identification/Placement Committee uses a multi-criteria approach to determine eligibility of referred students. Referrals may be teacher, parent or self-nominated. Forms are available from the guidance counselor.

**READING RESOURCE/ TITLE I**

Reading resource instruction is provided for students who are experiencing persistent difficulties in reading. Students are referred by their teacher. As a Title I school, we also provide math and reading support through small group and one-to-one instructional opportunities.

**POSITVE BEHAVIOR SUPPORT SYSTEMS (PBIS)**

PBIS of Virginia teaches faculty/staff how to determine the function of behaviors and to teach appropriate behaviors. The Lancaster Primary School PBIS Team will lead the staff in reviewing data for making timely decisions about academic and non-academic interventions. This is done by:

* A consistent discipline referral process throughout the school;
* School-wide expectations and rules in specific settings to teach students appropriate behavior;
* Selecting and implementing evidence-based strategies;
* Promoting an acknowledgement system to encourage appropriate behavior and consequences to discourage inappropriate behavior.

Faculty, staff and parents can get more information about PBIS by visiting the website at[www.ttac.odu.edu/pvisva/](http://www.ttac.odu.edu/esd/) or visit [www.PBIS.org](http://www.PBIS.org).

**STUDENT-TEACHER ASSISTANCE TEAM**

The Student-Teacher Assistance Team (STAT) is an approach to increase the opportunity for all students to meet academic achievement standards through early identification of students whose academic and/or behavioral needs place them at risk. STAT ensures that resources and interventions are appropriately targeted to serve all struggling learners as early as possible through high-quality instruction.

STAT is composed of five major components:

1. Data-Based Decision Making – Critical educational decisions should be based on assessment results. Data should be carefully analyzed to determine why academic or behavioral problems exist.
2. Universal Screening – Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic or behavioral benchmarks. These screenings occur three times per year to meet the early intervention needs of all students. Screenings should be completed in the areas of academics and behavior.
3. Tiered Model of Delivery – The Virginia Tiered System of Support (VTSS) process incorporates a tiered model of delivery of instruction. The tiers reflect increasing levels of intervention to meet the individual needs of students.
4. Progress Monitoring – Progress monitoring is a research-based practice that shows data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions.
5. Fidelity of Implementation – Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity also addresses the integrity with which screening and progress monitoring procedures are completed.

The STAT process provides a vehicle for all teachers, both general and special education, to share responsibility and work collaboratively in a supportive environment to ensure that student learning and student behavior issues are met with success. Some important advantages of having a STAT process include:

* All teachers, both general and special education, sharing responsibility and working collaboratively to ensure student learning;
* High quality, core instruction is provided in the general education classroom;
* Prevention through intervention is the emphasis, rather than waiting until a student fails and then referring him/her to special education for further assessment;
* Effective instruction for all students is the focus rather than identification for special education;
* Assessment data is reflective of students’ performances over time rather than a single snapshot approach;
* Students’ difficulties are documented by work samples;
* Students are apt to be more successful and remain in a general education setting when early identification is made, and appropriate instruction is provided. Information about instructional needs is based on data collected on the student;
* A student’s referral to special education includes data showing how the student responded to various interventions;
* Interventions for students occur immediately rather than after time-consuming and delayed assessments;
* A problem-solving approach targets the prevention of unnecessary referrals to special education;
* The amount of academic failure experienced by students is limited and the accuracy of special education evaluations is increased;
* Referrals may be teacher, parent, administrator or self-nominated. Forms are available from the guidance counselor.

**Virginia Tiered System of Support (VTSS)**



**Tier 1 (base):** All studentsreceive instruction in the content areas and behavior. This is the base of the pyramid. Student progress is assessed several times a year and includes state-required assessments. Teachers match instruction to the needs of diverse learners.

**Tier 2 (middle):** Studentshaving trouble learning the basic curriculum or behavioral expectations are given special help. Students are helped in small groups while still participating in the core curriculum. Progress is monitored more closely.

**Tier 3 (top):** Some students may need additional support beyond Tier 2. In Tier 3, these students get help individually or in small groups. Special education may also be considered if these interventions are not successful.

**SPECIAL EDUCATION PROGRAMS**

Information about the Special Education Program can be obtained by calling the school and speaking with our Special Education teachers or guidance counselor. Special Education is specially-designed instruction to meet the unique needs of a child identified as having a disability through an IEP (Individualized Education Plan). Related services are provided to students with disabilities as appropriate. These services can include occupational therapy, physical therapy, speech, counseling and/or transportation. If a student is suspected of having a disability a referral may be made according to special education procedures. School psychologists and diagnosticians work to provide psychological, achievement and ability test data for the special education process. The speech and language pathologist screens all kindergarten and new students and provides appropriate services through an IEP for students found eligible with speech or language impairments. A range of programs are available for qualifying students.

LCPS also offers a Special Education Advisory Committee (SEAC). Virginia state regulations require that each school division establish and maintain a local SEAC to advise the school division of issues impacting the education of students with disabilities. A SEAC can help you better understand how to work with school staff and how special education can meet the needs of children and youth with disabilities.

**REGULATIONS AND PROCEDURES**

**NOTIFICATION OF RIGHTS (Under the Protection of Pupil Rights Amendment (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

* It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis or evaluation in which their children participate; and
* It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation has occurred. For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5920

**DIRECTORY INFORMATION PUBLIC NOTICE**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records; however, Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Public Schools to include information from your child’s education records in certain school publications. Examples include:

A playbill, showing your student’s role in a drama production; the annual yearbook;

Honor roll or other recognition lists; Graduation programs; and Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. An example of a outside company is a company that manufactures class rings or publishes yearbooks. In addition, two federal laws require local educational agencies (LEAs) that receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Lancaster County Public Schools to disclose directory information from your child’s education records without your prior written consent, you must notify the school principal in writing within 5 days of receipt of this notice. A permission form for Release of Directory Information is included in the Student Code of Conduct (separate document). Please sign that form and return to school.

Lancaster County Public Schools has designated the following information as directory information:

Student’s name and address, telephone listing, electronic mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, degrees, honors, and awards received, date and place of birth, enrollment status, grade level, major field of study, the most recent school, educational agency, or institution attended.

**ACCREDITATION AND THE SCHOOL QUALITY PROFILE**

Each individual school is accredited by the state of Virginia. A school's performance on the Standards of Learning (SOL) tests is a major component in the accreditation process, along with attendance and graduation rates. The school's accreditation status will be based on meeting the passing requirements or on a three-year average. The School Quality Profile is available on the Virginia Department of Education website: <http://www.pen.k12.va.us>

**TEACHER QUALIFICATIONS**

On December 10, 2015, the *Every Student Succeeds Act (ESSA)* was signed into law. Section 1112(e)(1)(A) states that as a parent of a student in Lancaster Primary School, receiving Title I funds, you have the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child’s classroom teachers:

* Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
* Whether the teacher is teaching under emergency or other provisional status because of special circumstances;
* Whether the teacher is teaching in the field of discipline of the certification or degree he/she received; and
* Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact Michael Daddario, LPS Principal, either by phone at 804-462-5100, or in writing at Lancaster Primary School, 36 Primary Circle, Lancaster, VA 22503.

**ADMISSION REQUIREMENTS**

The following documents are required for students enrolling in Lancaster County Schools:

* Proof of residency in Lancaster County;
* Original or certified copy of the birth certificate.
* Physical examination form completed by a physician no earlier than 12 months prior to the date of entrance into school if student is enrolling in public school for the first time. For students who have been enrolled in public school previously, the physical examination form submitted at the time of first enrollment may be used.
* Documented proof of the required immunizations as follows:

3 Hepatitis B Vaccine — doses required for children born on or after January 1, 1994;

2 Measles — first dose on or after 12 months of age, second dose prior to entering Kndergarten;

1 Mumps — on or after 12 months of age. A second dose of mumps is required before entering Kindergarten (most children will meet this requirement with the 2nd MMR);

1 Rubella — on or after 12 months of age;

1 Varicella — on or after 12 months of age to susceptible children born on or after January 1, 1997. A second dose of varicella is required before entering Kindergarten;

4 doses of polio, with 1 dose administered after the 4th birthday, for all new children enrolling in your school (kindergarten -12th grade);

4 doses of TDaP, with 1 dose administered after the 4th birthday, for all new children enrolling in your school (kindergarten- 12th grade).

Minimum Immunizations Requirements for Entry into Child Care and School is available at the Virginia Department of Health Web site.

Any child whose immunizations are incomplete may be admitted conditionally if the parent or guardian provides documentation at the time of enrollment, that the child has received at least one dose of the required immunizations and has a schedule for completion of the required doses within 90 days.

A certificate of immunization is not required of any child if his/her parent submits a sworn statement to the school, which indicates that having the child immunized conflicts with the family’s religious beliefs, or the school is provided medical certification that one or more of the required immunizations may be harmful to the child’s health.

**Other documents required for enrollment, if applicable:**

* Report card and/or school records from previous school (for students K-12)
* Students must be enrolled by a natural parent, adoptive parent or adult with custody.
* Court adjudicated documents assigning custody must be presented at the time of enrollment if the student is not residing with the natural or adoptive parent.

**FALSE STATEMENTS CONCERNING RESIDENCY**

Any person who knowingly makes a false statement concerning the residency of a child, as determined by § 22.1-3, in a particular school division or school attendance zone, for the purposes of (i) avoiding the tuition charges authorized by § 22.1-5 or (ii) enrollment in a school outside the attendance zone in which the student resides, shall be guilty of a Class 4 misdemeanor and shall be liable to the school division in which the child was enrolled as a result of such false statements for tuition charges, pursuant to § 22.1-5, for the time the student was enrolled in such school division.

**SCHOOL ENROLLMENT OF CHILDREN PLACED IN FOSTER CARE**

A student must be immediately enrolled, and notice is required that student is in good standing in the previous school, in good health and is free from communicable or contagious disease. The sending and receiving school divisions may agree to allow the child to continue to attend the school in which he was enrolled prior to the most recent foster care placement. Social Services agencies are required to notify, within 72 hours of placing a child in foster care placement, the principal of the school in which the student is to be enrolled and the superintendent of the relevant school division or his designee and to inform the principal of the status of the parental rights. *Before placing a child of* *school age in a foster care placement, as defined in § 63.2-100, the local social services agency making such placement shall, in writing, determine jointly with the local school division whether it is in the child's best interests to remain enrolled at the school in which he was enrolled prior to the most recent foster care placement, pursuant to § 22.1-3.4.*

**ENROLLMENT OF CHILDREN OF MILITARY PERSONNEL**

The Code of Virginia ensures that students whose parents are deployed outside the United States will continue to be admitted to public schools in the Commonwealth without tuition (§§ 22.1-3, 22.1-5, 22.1-270). This law provides for admission to the public schools of any person living with an individual who is defined as a parent, not solely for school purposes, pursuant to a special power of attorney executed by a custodial parent as provided in federal law while the custodial parent is deployed outside the United States as a member of the Virginia National Guard or as a member of the United States Armed Forces. The bill also assures that the student will not be charged tuition because of being placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent and that the student will, when practicable, have the option to continue to attend the school in which he was enrolled while residing with his custodial parent.

**ENROLLMENT OF HOMELESS CHILDREN**

School divisions are to coordinate the provision of services to such homeless students with relevant local social services agencies and other agencies and programs providing services to such students and with other school divisions as may be necessary to resolve interdivisional issues. The measure also provides that superintendents cannot exclude from school attendance those homeless children who do not provide the requisite health or immunization information required of others. However, the student must be immediately referred to the local school division liaison who is required to assist the student in obtaining the necessary physical examinations or proof or completion of immunizations (§§ 22.1-3, 22.1-3.1, 22.1-4.1, 22.1-70, 22.1-271.2).

**ENROLLMENT-NONCUSTODIAL PARENTS**

Unless a court order has been issued to the contrary, the noncustodial parent of a student enrolled in a public school or day care center must be included, upon the request of such noncustodial parent, as an emergency contact for events occurring during school or day care activities.

When a child’s parents are divorced or separated, it is important for school officials to know whether the noncustodial parent has been restricted or prohibited by the court from exercising parental rights. There is no requirement that a school maintain complete custody or adoption papers in a student’s education record. If an administrator is provided with a court order governing divorce, separation, custody or adoption, or a legally binding instrument that denies a parent access to a child or the child’s records, the administrator may instead make a notion in the student’s record referencing the written evidence that was presented and its date. In this way, the record will contain only information necessary for school officials to protect a student and comply with the court order (State Supts. Memo No. 41, March 22, 2002).

Non-custodial parents do not give up their parental rights by virtue of a divorce. Section 22.1-279.4 of the Code of Virginia specifically allows non-custodial parents to participate in school related activities. The law states that unless there is a court order to the contrary, non-custodial parents cannot be denied the opportunity to participate in school activities such as lunch breaks, parent-teacher conferences and extracurricular activities. In fact, the law states that non-custodial parents should be allowed to participate in any activity that is supported or encouraged by school policy.

In addition, under State Board of Education regulations concerning management of student scholastic records (8 VAC 20-150-370 {10}), it clearly states that data contained in the student’s record

…shall be disclosed to the parent or guardian of the student including a noncustodial parent, unless such parent’s parental rights have been terminated or a court of competent jurisdiction has restricted or denied such access until the student is 18 years of age or is enrolled in an institution of post-secondary education ….

Notice to parents of a pupil’s absence from school for three consecutive days or five days in one calendar month be given to both parents when they have been awarded joint physical custody and the school has received notice of the joint custody order.

**STUDENT FEE**

Each student is required to pay a $10.00 consumable materials fee. This fee is due the first month of enrollment and is non-refundable.

**CLASS PLACEMENT**

Class placement is the responsibility of the school administration. Parents are asked to provide the school, in writing, with any information which can assist in determining the proper learning environment. Knowing the student's unique learning style will help in finding the best teacher match.

A parent of twins or higher order multiples in the same grade level may request that the children be placed in the same classroom or in separate classrooms if they are at the same elementary school. A parent must request the classroom placement no later than three (3) days after the first day of each school year or three (3) days after the first day of attendance of the children during a school year. Schools may recommend classroom placement to the parent.

**ATTENDANCE**

Regular and prompt attendance is necessary for your child to maintain satisfactory progress. Sickness of the child, severe illness or death in the family, exposure to contagious disease or religious holidays are legitimate excused absences. Excessive absences may impact the student's ability to make learning connections. Parents will receive written notice of excessive absences. One of the criteria on which the State Board of Education judges schools is attendance. It is important to the child and to the school that absences are for legitimate reasons only. The student will be withdrawn from the attendance roll after 15 days of consecutive absence. Because of the Missing Children's Act (28 USC § 534) § 534, schools are required to make a "reasonable effort" to contact the home when a child is absent. To facilitate implementation of this law, **please call the** **school before 10:00 a.m.** to give notice of your child's absence. Failure to notify theschool about an absence will result in an unexcused absence. A dated, signed note is **required** upon your child's return to school. Children who arrive at school after 8:20 a.m.are TARDY and should report to the office before going to their room.

**COMPULSORY ATTENDANCE**

Children whose residence is established in Lancaster County with their parents or legal guardian and who have reached their 5th birthday on or before September 30 (unless excused by the Superintendent) are required to enroll in a public, private, denominational or parochial school or to be taught by a teacher approved by Superintendent.

**EARLY RELEASE**

Children will be released early only to parents, guardians or persons officially designated in writing by the parent or guardian. A signature and photo identification of the individual picking the child up may be required before a child is released to any adult. **Regular early pick-ups before 2:45 p.m. count as an early release and are** **discouraged as they may impact student learning.** Chronic early pickups are alsorecorded as they impact a student's academic progress.

**PARENTAL RESPONSIBILITY**

Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights (§ 22.1-279.3).

The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress (§ 22.1-279.3).

**WITHDRAWAL**

If it becomes necessary to withdraw the student from school either during the school term or over the summer, the parent/guardian must submit a written request to the school. If the name and address of the school to which the student will be moving is known at the time of withdrawal, please include that information. The request should be done in a timely manner to give adequate notice for the school to prepare your child’s records and insure that all textbooks and library books have been returned.

**ACCESS TO STUDENT RECORDS**

No teacher, principal or employee of any public school or any school board member shall permit access to any records concerning any pupil enrolled in the school in any class to any person except under judicial process unless the person is one of the following:

Either parent of student provides written consent for access;

The principal, or someone designated by him, of a school where the pupil attends, has attended, or intends to enroll;

The current teachers of such pupil;

State or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of his duties;

The Superintendent of Public Instruction, a member of his staff, the division superintendent of schools where the pupil attends, has attended, or intends to enroll or a member of his staff;

An officer or employee of a county or city agency responsible for protective services to children, as to a pupil referred to that agency as a minor requiring investigation or supervision by that agency.

A parent or pupil entitled to see the records shall have access to all records relating to such pupil maintained by the school except as otherwise provided by law and need only appear in person during regular hours of the school day and request to see such records. No material concerning such pupil shall be edited or withheld except as otherwise provided by law and the parent or pupil shall be entitled to read such material personally.

The restrictions imposed by this section shall not apply to the giving of information by school personnel concerning participation in athletics and other school activities, the winning of scholastic or other honors and awards, and other like information.

The record of a pupil's daily attendance shall be open for inspection and reproduction to an employee of a local department of social services that needs the record to determine the eligibility of the pupil's family for public assistance and social services;

The principal or his designee may disclose identifying information from a pupil's scholastic record to further the ability of the juvenile justice system to effectively serve the pupil prior to adjudication. In addition to those agencies or personnel identified in subdivisions 5 and 7 of subsection A, the principal or his designee may disclose identifying information from a pupil's scholastic record to attorneys for the Commonwealth, court services units, juvenile detention centers or group homes, mental and medical health agencies, state and local children and family service agencies, and the Department of Juvenile Justice and to the staff of such agencies. Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the principal or his designee that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the pupil or by such pupil if the pupil is eighteen years of age or older (§ 22.1-287).

**CHANGE OF ADDRESS**

Any change of address, phone numbers or emergency contact individuals during the school year should be given to the school secretary and the child's teacher. Emergency cards must be maintained with current information. Parents who move out of the county must have School Board approval for their child to continue attending the current school.

**COMMUNICATION WITH PARENTS/GUARDIANS**

Open House Programs, PTA/PTO events, school and class newsletters, brief notes, and telephone calls are important components of the reporting system. Parents and teachers exchange useful information through these communication tools. In many instances, a quick phone call or brief note can alert the teacher or parent to a possible problem or clarify some misunderstanding. Informal reporting practices strengthen the bonds between home and school.

**PARENT - TEACHER CONFERENCES**

Parent - teacher conferences are encouraged and may be requested by parents. They should be scheduled at a time mutually agreed upon by the parents and the teacher and should not interfere with instruction of the class. Parents may call the school or send a note to the child's teacher to schedule a conference. Parents are urged to attend scheduled conferences. This ensures a good start to building a partnership for learning. **There is no** **substitute for mutual face-to-face interaction between teachers and parents.**

Our scheduled Parent-Teacher conferences will take place on the following dates:

October 10, 2019 from 4-7

March 5, 2020 from 4-7

**VEHICULAR PLAN**

Buses will load and unload in the parking lot behind the school. Teachers, visitors and guests shall park in the lot in front of the school. Parents bringing students to school should use the front parking lot. Parking is provided in the front of the school. Please use the front door entrance from the front parking lot if you are walking your child into the building. If you are dropping a student off, please circle around and drop the student off at the sidewalk closest to the main door of the school.

At the end of the school day, parents may drive to the front of the school and pick up their child by car. Parents will be provided an identification tag or sticker to place in the car. If you have someone pick up your child that does not have the sticker, they will have to come into the school and sign the child out in person.

**REPORT CARDS/PROGRESS REPORTS (K-3)**

Report cards are sent home at the end of each nine-week period. Please read your child's report card carefully and sign and return it to the school as soon as possible. Indicate also whether you would like a conference with the teacher. Interims are sent home between each report card at four and a half week intervals.

Report cards will be distributed on the following dates:

November 7, 2019

January 30, 2020

April 2, 2020

June 9, 2020

Interim reports will be distributed on the following dates:

October 2, 2019

December 5, 2019

February 26, 2020

May 6, 2020

**CRISIS INTERVENTION TEAM**

We have a division level crisis team on standby to provide assistance if needed. Crisis teams are formed to assist in a crisis or in an event that may produce unusual or distressing emotional symptoms to a group of students. The Division level crisis team is on call, as needed, by the principal of any school to give assistance to the administrators and counseling staff when additional personnel are needed to assist students.

**DISMISSAL**

Lancaster Primary School will dismiss students at 2:45 p.m. Please send a note to school with your child if you are going to pick him/her up early. We ask that you go to the office, or designated sign-out location, and not to the classroom when picking up your child. Students who are scheduled to be picked up must be picked up by 3:00 p.m. This is necessary to keep track of your child's attendance, keep class disruption to a minimum and assure that your child is legally being removed from class. All students must be signed out in the front office for early dismissal. Students must be signed out by a parent, legal guardian or authorized individual 18 years of age or older. **CHANGES TO TRANSPORTATION WILL NOT BE ALLOWED AFTER 2 PM.**

Authorized individuals include people listed as a child’s emergency contact or a person identified by a parent in a written signed note to the school. Please make every effort to have your child remain at school until 2:45 p.m. each day. We ask that early dismissals be limited to emergency situations such as doctor appointments and family emergencies.

**EARLY CLOSINGS - EMERGENCIES**

The decision to close schools due to adverse weather conditions or other emergencies is made by the Superintendent. Information concerning school closings is given to local radio and TV stations as soon as a decision is made and is posted on school division websites and social media platforms. **Please listen to your radio for all** **information concerning school closings rather than call the school.** Phone lines mustbe kept open for instruction from the Superintendent's office. **Please plan in advance an** **emergency procedure with your child so that he/she will know what to do or where to go on days schools close early. Notify the school if this plan is different than the normal routine.**

**FIELD TRIPS**

Lancaster County Public schools are committed to ensuring that all students are involved in a broad range of educational experiences. Within the framework of the county’s curriculum, these activities expand, enrich and expose students to academically profitable lessons that cannot be taught in the regular classroom. Field trips, therefore, are a vehicle for teachers to broaden their students’ knowledge of grade-level curriculum, socialize their students in settings outside of the school building and provide experiences that might not otherwise be provided. Field trip permission forms explaining the details of the trip and stating how transportation will be provided must be signed by a parent or legal guardian.

**HEALTH AND SAFETY CHILD ABUSE**

The Code of Virginia Section 63.2-100 defines an “abused or neglected child” as any child less than 18 years of age:

1. Whose parents or other person responsible for his care creates or inflicts, threatens to create or inflict, or allows to be created or inflicted upon such child a physical or mental injury by other than accidental means, or creates a substantial risk of death, disfigurement, or impairment of bodily or mental functions, including but not limited to, a child who is with his parent or other person responsible for his care either (i) during the manufacture or attempted manufacture of a Schedule I or II controlled substance, or (ii) during the unlawful sale of such substance by that child's parents or other person responsible for his care, where such manufacture, or attempted manufacture or unlawful sale would constitute a felony violation of § 18.2-248;
2. Whose parents or other person responsible for his care neglects or refuses to provide care necessary for his health. However, no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child. Further, a decision by parents who have legal authority for the child or, in the absence of parents with legal authority for the child, any person with legal authority for the child, who refuses a particular medical treatment for a child with a life-threatening condition shall not be deemed a refusal to provide necessary care if (i) such decision is made jointly by the parents or other person with legal authority and the child; (ii) the child has reached 14 years of age and is sufficiently mature to have an informed opinion on the subject of his medical treatment; (iii) the parents or other person with legal authority and the child have considered alternative treatment options; and (iv) the parents or other person with legal authority and the child believe in good faith that such decision is in the child's best interest. Nothing in this subdivision shall be construed to limit the provisions of § 16.1-278.4;
3. Whose parents or other person responsible for his care abandons such child;
4. Whose parents or other person responsible for his care commits or allows to be committed any act of sexual exploitation or any sexual act upon a child in violation of the law;
5. Who is without parental care or guardianship caused by the unreasonable absence or the mental or physical incapacity of the child's parent, guardian, legal custodian or other person standing in loco parentis; or
6. Whose parents or other person responsible for his care creates a substantial risk of physical or mental injury by knowingly leaving the child alone in the same dwelling, including an apartment as defined in § 55-79.2, with a person to whom the child is not related by blood or marriage and who the parent or other person responsible for his care knows has been convicted of an offense against a minor for which registration is required as a violent sexual offender pursuant to § 9.1-902.

If a civil proceeding under this title is based solely on the parent having left the child at a hospital or rescue squad, it shall be an affirmative defense that such parent safely delivered the child to a hospital that provides 24-hour emergency services or to an attended rescue squad that employs emergency medical technicians, within 14 days of the child's birth. For purposes of terminating parental rights pursuant to § 16.1-283 and placement for adoption, the court may find such a child is a neglected child upon the ground of abandonment.

Section 63.2-1509 requires physicians, nurses, teachers and other designated professionals who have contact with children to immediately report suspected abuse or neglect.

Any individual who has reason to suspect that a child is being abused or neglected by the child’s parent or other person responsible for his/her care may report such to the Child

Protective Services Office of the Department of Social Services. These reports may be made anonymously, and the local agency cannot require the individual to reveal his/her identity as a condition in accepting the report. All reports must be evaluated regardless of whether the caller is identified. Persons reporting in good faith are immune from civil and criminal liability, per the Code of Virginia, Section 63.2-1512.

**COMMUNICABLE DISEASES AND CONDITIONS**

Any child with a suspected communicable disease, which includes but is not limited to, ringworm, impetigo, lice, conjunctivitis (pink eye) or who has an unexplained rash, draining sore, a temperature of 100º F, vomiting or diarrhea is not permitted to remain in school. To return to school, the principal or nurse must receive written notice that the student has received treatment from a physician or health care provider.

**HEAD LICE**

Head lice among school children is a common problem. It is not a reflection of a person’s state of cleanliness. Please check your child’s hair periodically for white specks attached to the hair shaft. These may be eggs/nits and will be hard to remove. If your child has lice, consult you pharmacist or school nurse for advice on treatment and prevention of re-infestation. If you purchase a lice removal product, follow the product instructions and comb carefully to remove all nits. A student may be readmitted to school once proof of the treatment for lice infestation has been verified and the school nurse has checked the student to determine they are nit and lice free. Please remind your child not to share other children’s hats, combs, brushes, ribbons or other hair items.

**SCREENINGS**

The Code of Virginia 22.1-273 requires that vision, hearing, fine and gross motor skills screenings for kindergarten, grade three and all new students to the school division be conducted. Parents and teachers may also request that a child be screened at any time. Our school has the services of a full time registered nurse. The nurse will perform these screenings. Parents will be notified if the screening results indicate the need for professional evaluation.

**ILLNESS - EMERGENCY CARE**

If your child becomes ill during the school day, every attempt will be made to reach you by phone. It is important that the school have the number where you can be reached and the name and phone number of a person who will care for your child if you cannot be reached. Please provide this information on your child’s emergency card. Notify the office of new phone numbers during the school year. Be sure the person listed has been informed that you have given his/her name. If your child becomes ill at home, please keep him/her at home until the illness is over. If your child has a contagious illness, please check with your physician/health care provider, the Health Department or school nurse before sending the child back to school. PLEASE NOTE ON THE CARD ANY CURRENT ALLERGIES OR MEDICAL PROBLEMS FOR WHICH THE SCHOOL SHOULD BE AWARE. Also note any special arrangements you may have for another person to pick up your child regularly.

**MEDICINE**

**Prescription Medications**

Lancaster County Public School personnel may give prescription medication to students only pursuant to the written order of a physician, physician assistant or nurse practitioner and with written permission from the student’s parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse or school division designee by the parent/guardian of the student.

**Nonprescription Medications**

Lancaster County Public School personnel may give nonprescription medication to students only with the written permission of the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse or school division designee by the parent/guardian of the student.

Self-Administration of Medication:

Self-administration of any medication, except for asthma medication and auto-injectable epinephrine, as discussed below, is prohibited for students in grades kindergarten through eight.

Self-Administration of Asthma Medications and Auto-Injectable Epinephrine:

Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities or while on a school bus or other school property. For a student to possess and self-administer

asthma medication, or auto-injectable epinephrine, or both, the following conditions must be met:

* Written parental consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, must be on file with the school;
* Written notice from the student’s health care provider must be on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student’s demonstrated ability to safely and effectively self-administer the medication;
* An individualized health care plan must be prepared, including emergency procedures for any life-threatening conditions; and information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student’s right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student’s parents.

**DRESS CODE**

**Lancaster Primary School has an approved student dress policy. Below you will find a description of the requirements**.

A student’s dress and appearance shall not be such that it causes disruption, distracts

others from the educational process or creates a health or safety concern. All students are expected to dress appropriately. Apparel worn to school should be neat and clean. Items of clothing, body art and accessories with language that is vulgar, obscene, or discriminating, or that promote or depict weapons, drugs, alcohol, tobacco, drug paraphernalia, themes of violence, or gang symbols are prohibited.

Examples of **unacceptable** dress include, but are not limited to:

“See through” shirts, tank tops, muscle shirts and sleeveless shirts that do not extend to the point of the shoulder. These may only be worn with an additional shirt of a different type underneath or over.

Hats, head covers (except for religious purposes), hoods, bandanas, and sunglasses are not to be worn in a school building.

Clothing that exposes undergarments, the midriff, chest, back, or buttocks is inappropriate for school and is not permitted.

Pajamas and other sleepwear.

Absence of shoes or appropriate footwear. Examples of inappropriate footwear include, but are not limited to, slippers, shoes with wheels, and in grades PK-5, open toed and open backed shoes.

Clothing with inappropriate slogans, sexual innuendo, themes of violence, or negative gestures, especially as they relate to alcohol, drugs, illegal substances, or tobacco products.

Pants worn below the normal waistline and/or at a length that may cause walking on the hem of the garment.

Shorts that do not reach mid-thigh.

Skirts and dresses that are more than 3 inches above the top of the knee cap, including slits.

Skin-tight clothing, to include, but not limited to, yoga pants and leggings/jeggings, unless covered by a garment reaching mid-thigh.

Pants with holes that reveal skin or undergarments above mid-thigh.

Bandanas hanging from pockets, or “flagging.”

Any student’s dress that is determined by school administration to be disruptive to the learning environment is not acceptable.

Principals have the final determination of the appropriateness of student dress.

Students who fail to meet the dress standards as stated above will be asked to change clothes and parents will be contacted for their assistance. If a student dress code violation cannot be immediately remedied, the student may be placed into in-school suspension until the violation can be remedied. Repeated violations of the student dress policy will be treated as defiance and may result in consequences up to and including in-school and out of school suspension.

**After School Activities**

* Students who attend activities directly after school should continue to wear the clothing that meets the dress code that is outlined in the Student Handbook.
* When students return to school in the evening, clothes must meet dress code that is outlined in the Student Handbook.
* Some activities, such as PTA performances, may specify a different type of clothing.

**Physical Education Classes**

* Athletic shoes or tennis shoes are required.
* Skirts or jumpers should NOT be worn unless shorts are underneath.
* Students will wear the clothing for class that they wore to school that day. They will not be given time to change clothes for gym.

**Field Trips**

* The dress code applies to all field trips unless otherwise stated by the individuals organizing the field trip.

**HOMEBOUND INSTRUCTION**

Homebound instruction may, upon approval, be provided for students who are confined at home or the hospital for periods of time that would prevent normal educational progress. A form may be secured from the principal and must be completed by the physician.

**HOMEWORK**

Most school work is completed under the supervision of the teacher during school hours. Teachers, however, assign additional work to be done outside of school. Homework is viewed as one part of the teaching/learning process. When used effectively, it helps students use independently what they have learned, develops responsibility, and demonstrates commitment to learning. Homework provides an opportunity for students to practice excellent work habits and to learn how to use time productively. Parents are encouraged to confer with the teacher and principal about specific practices related to homework.

**INSURANCE**

Information concerning accident/dental insurance for students is sent home on the first day of school. Participation in this insurance plan is strictly voluntary; however, enrollment in the plan is encouraged if the student is not covered by another form of insurance. Premiums should be mailed directly to the company by parents. Parents are reminded that neither the school division nor the school carries accident insurance on students.

**LEGAL GUARDIANSHIP**

Anyone other than the natural, custodial parent of a child otherwise eligible for school must provide legal guardianship papers granted by the court before the child may be enrolled. The school will presume that both parents and legal guardians have the authority to review and access records relating to the student unless the school has been advised that a parent or guardian does not have authority under applicable state law governing guardianship, separation and divorce or a court order prohibiting authority has been presented to the school.

**CAFETERIA INFORMATION**

We offer a variety of healthy food options for breakfast and/or lunch which meet Federal and State Guidelines for a balanced meal and/or exceed nutrition standards. Students may also choose to bring a packed lunch from home.

School menus are located on the LPS website. Each elementary student is given a menu each month to take home. Please refer to the school web page for breakfast and lunch pricing information and updates.

Allergy and special diet information is required to be submitted to the school nurse each year using the Federal form for “Special Dietary Needs.” This is the parent’s responsibility. The school nurse will submit this information to the cafeteria manager to post on your child’s cafeteria account for his/her safety. These forms are required to be signed by your child’s doctor and submitted each year. Forms can be obtained from the school.

Cafeteria accounts are set up for any student enrolled in Lancaster County Schools. Please contact our Food Service professionals for more information.

Meal Prices:

Breakfast Lunch

Reduced Price $.30 $.40

Full Price $1.20 $2.75

**FREE AND REDUCED-PRICE MEALS**

Free and reduced-price breakfast and lunch are available to all children whose parents meet federal guidelines. Your child will receive an application the first day of school. You will be notified whether the application has been approved.

A new application must be completed each school year. Free or Reduced status from last year ends September 30th. One application per family may be submitted. If your financial status changes throughout the school year, applications are accepted anytime throughout year.

**PICTURES**

Individual and group pictures are taken by various vendors at various times during the school year. Parents are provided the opportunity to purchase their child's pictures.

**PROMOTION AND RETENTION**

Student promotion to the next grade is contingent upon mastering the skills and acquiring the knowledge appropriate to the student's grade, age and level of mental and physical maturity. When a student fails to make satisfactory progress, he/she may be retained. Student achievement on the Standards of Learning tests provides information to be considered in promotion and retention at the third grade. Retention is never an end-of-the year surprise to a student or parent. Parents of students being considered for retention will be notified before the end of the 3rd quarter and again before the end of the school year. If a student's work falls below an acceptable level and retention is a possibility, the teacher communicates this to the parent in time to try to correct the difficulty.

**RECESS**

Daily physical activity is essential in a healthy learning environment. Students are provided with approximately 30 minutes or outside playtime daily. If weather conditions limit outdoor activity, an indoor recess will be coordinated in the classroom. Physical education classes are also scheduled during the week.

Stated below are guidelines that will be used before taking students outside:

Temperature: In general, not below 35 degrees.

Clothing – Children should have appropriate clothing and appropriate shoes for both warm and cold weather.

If the children are to be outdoors in the lower temperatures, they should be reasonably active. Strenuous activity should be avoided when temperatures are above 90 degrees. Activities should be conducted in shade areas during excessive heat, whenever possible. The heat index system is specially designed for athletic practices and often allows participation in excess of the guidelines stated above. Therefore, it should not be used as the standard to determine whether or not physical education classes be taken outside; however, ***when the Heat Index reaches 90-95, recommended- light exercise and*** ***activities, unlimited access to water. When the Heat Index reaches 95 and above, exercise and activities should be inside.***

**SOLICITATIONS**

Students are not allowed to sell or buy items from one another at school as selling or soliciting on school property is prohibited. Salespersons also are prohibited from using school property for activities as a means for sales promotion or advertising. Parents are asked not to send items to school to be sold to students or teachers. Fund raisers are sponsored by the school or parent organization under prescribed guidelines. Activities that involve students in door-to-door solicitations are prohibited.

**TRANSPORTATION**

The following regulations will govern the transportation of students by publicly owned and operated school buses. Every parent, student, teacher and other person charged with the responsibility for the safety of students shall become familiar with these regulations. All buses have signs posted on the steps stating that only authorized personnel are permitted on board. Violations are prosecuted under the Code of Virginia.

To ensure the safe and efficient transportation of students, the following shall apply:

1. The number of pupils who may ride a school bus is determined by the total number who can be seated. School buses are designed to seat three elementary students per seat. During the first days of school, while routes are being studied, we will monitor the number of students on the bus to ensure student safety.

2. The bus driver is the only person who is permitted to open and close the entrance door.

3. Posters, stickers and advertising material of any kind are prohibited in or on school buses.

4. No object shall be placed in the bus that will restrict passage to the entrance or emergency door.

5. All students are under the jurisdiction of the driver while they are on a school bus. Drivers have the same authority as teachers in the classroom.

6. All students are to get on the bus, take a seat, face the front with legs and feet out of the aisle and remain there until they reach their destination. Students are to refrain from reaching out of the bus window.

7. Misconduct, such as fighting, yelling, using profanity or any conduct that is distracting to the driver will not be tolerated.

8. The possession and use of tobacco products is prohibited.

9. Consumption of food or drink is not permitted on the bus. Glass containers on the bus are prohibited.

10. No objects are to be thrown out of the windows of the bus.

11. Students are expected to be at the bus stop five minutes before the appointed time to avoid unnecessary delay in the bus schedule.

12. All students are expected to ride their assigned or designated bus to and from their assigned stop only.

13. Students may not be released by the bus driver at any unassigned stop.

14. Any student who destroys, damages or defaces any part of the bus will be required to pay for any damage and will be disciplined by the school.

15. Parents are not permitted in the bus loading or unloading zone for safety reasons.

16. Parents are not permitted on the bus without the express consent of the driver. In the absence of the driver, a school administrator may grant permission. Appropriate school personnel must be present on the bus at all times when a parent is on the bus.

**Riding a school bus is a privilege, not a right.** Student conduct must beacceptable to qualify to receive this optional benefit. Only students with certain handicapping conditions are provided transportation by law.

**TESTING**

Criterion referenced tests are given state wide to students in grade three to determine if they have mastered the Virginia Standards of Learning (SOL) objectives in English and mathematics.

The school will notify parents when the state-wide tests are given and will provide parents with information on their child's achievement as measured by these tests. Parents who have questions about the testing program or their child's school performance should contact the classroom teacher.

**OTHER TESTS/ASSESSMENTS**

Additional tests or assessments are given by the classroom teacher and/or the reading specialist to diagnose specific learning problems and to assist in the placement of students for group instruction. The Phonological Awareness Literacy Screening (PALS) is administered to kindergarten through third grade students in the fall. This screening helps teachers to identify students who need additional small group instruction beyond what is normally provided. The Fall, Winter, and Spring PALS Assessment helps to determine growth with specific reading skills and identifies areas for remediation. Student growth assessments are administered for language arts/reading and mathematics in grades one through three at the beginning and end of the school year. The Scholastic Reading Inventory (SRI) is administered to all second and third grade students a minimum of three times a year.

**TEXTBOOKS AND SUPPLIES**

The Lancaster County School Board furnishes textbooks and other instructional materials at public expense. The cost of some expendable materials will have to be borne by the student, since these materials are supplemental to the basic instructional program or become the property of the student. The school will notify students enrolled in certain classes as to the materials needed. To protect public funds, the student is required to pay for any lost books or books which have been subjected to abuse. The student will not be expected to pay for normal wear and tear.

Charges for lost books or books abused beyond repair will be as follows: \*New Book Full replacement cost

\*Used Book - Good Condition; Three-fourths replacement cost \*Used Book - Fair Condition; One-half replacement cost

\*Used Book - Poor Condition; One-fourth replacement cost

For books which are damaged, but which may be repaired, the principal of the school will determine the extent of the damage and the cost of repair.

Parental cooperation is needed in helping the school teach respect for public property and in reviewing the following guidelines:

1. Books should have a protective cover;
2. Books should be protected from rain or other adverse weather conditions;
3. The practice of making marginal notes, underlining, or "dog-earring" pages should be avoided;
4. Care should be taken to see that backs are not bent in such a manner that the spine of the book is injured or that book backs become unglued.

State law makes parents legally responsible for any abuse of public property by their children.

**VISITORS AND VOLUNTEERS**

**SCHOOL VISITORS:**

For the safety of our children and the protection of instructional time, please adhere to the following when visiting the school:

1. Call or come by the school office to make an appointment;
2. Report to the office to identify the purpose of your visit to the school;
3. Provide photo identification, sign in and obtain a visitor's badge;
4. Individuals who desire to observe in a classroom must have prior permission from the

building administrator or designee. Classroom observations shall not exceed 45 minutes;

1. Individuals who desire to conduct surveys or engage in research must contact the Superintendent at the school administration office.

**Please Note:** When considering all such requests for visitors, the school administrationshall safeguard the instructional day from distractions.

**SCHOOL VOLUNTEERS:**

Lancaster County Schools recognize the value of volunteer participation in local school programs by parents and members of the community. A volunteer is defined as a nonpaid person functioning under the sponsorship of the school board and the approval of the school administrator.

Volunteers shall work within the guidelines established by the school policy and under the direct supervision of teachers or other members of the school staff designated by the school administrator.

**Volunteers shall treat school information to which they have access with strict confidentiality and at no time will volunteers have access to student cumulative records.**

Opportunities for volunteering may include: field trips, special activities, programs, special interests, parties and preparing materials for classroom use.

**Please Note:** Principals shall take appropriate measures to determine the identity andbackground of any person before allowing that person to serve as a volunteer for the school.

All volunteers must:

\*Volunteer during prearranged times;

\*Report to the office to sign in, provide photo identification and obtain a

 visitor/volunteer badge.

**HOW TO HELP YOUR CHILD**

See that your child gets adequate exercise, sleep and rest and that your child wakes up in ample time to dress and eat breakfast before the school day begins.

Read with your child and encourage the use of school and public libraries.

Talk with your child about tasks that are well done and encourage your child to do well.

Provide opportunities for your child to be independent at home.

Treat your child's ideas with respect and consider him/her in family plans.

Avoid comparisons with other children and refrain from forcing your child to complete tasks above his/her maturity level.

Encourage positive peer relationships both at home and in the community.

Provide a time and place for your child to study at home each day.

Get to know your child's teachers and help them understand some of the experiences your child has had that may influence success in school.

Help your child to understand that teachers, the principal and other adults at school are there to help.

Ensure that lunch money, school supplies and homework are carried to school each day.

P**OLICY ON NON-DISCRIMINATION**

The Lancaster County School Board is committed to a policy of nondiscrimination with regard to race, color, sex, age, religion, disability, national origin, or status as a parent. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

**EQUAL EMPLOYMENT OPPORTUNITY STATEMENT**

The Lancaster County School Division does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.