

Bluestone Elementary School
2017-2018
Student Handbook

Anne L.B. Lintner
Principal

Peter B. Norment
Assistant Principal



Bluestone Elementary School
750 Garbers Church Road
Harrisonburg, Virginia 22801

Telephone: (540) 432-3230
Fax: (540) 432-3063
www.harrisonburg.k12.va.us/bluestone

Creating a culture of connected learning and collaborative voice!

July 25, 2017

Dear Bluestone Friends,

Welcome to Bluestone Elementary School! We are excited to meet you and look forward to learning to know you throughout the year. At Bluestone, our days are filled with opportunities for inquiry, exploration and learning. We come together in classrooms and at special school events, creating memories and stories that motivate and inspire us to be our very best. We hope you will find many ways to share your voice and participate as a member of our school community. Together, we can work to provide every child daily opportunities for discovery, challenge and joy and “build a culture of connected learning and collaborative voice!”

The administrative team at Bluestone includes Peter Norment (Assistant Principal), Sonny Rodriguez (Home-School Liaison), Regina Schultz (Nurse), Donna Walker (Administrative Assistant) and Miranda Williamson (Administrative Assistant). We are here to support teachers, students and families, and we believe in the value of trusting relationships and collaborative problem-solving! The Bluestone office is open from 8:00 – 4:30, Monday through Friday, and we are available to answer questions or listen to ideas and concerns as they arise. Please feel free to call or stop by if we can be of help in any way.

Please take a few minutes to read through our parent handbook where you will find information about our school policies, procedures and instructional program. We have tried to include information that will be helpful in answering some of the basic questions you may have. Feel free to call the school if you would like more specific information regarding any of the included topics.

Best wishes for a wonderful school year! Together, we have an amazing opportunity to build a school that will inspire learning, and build pathways toward the dreams of our students and families for years to come.

Warmly.

Anne L. B. Lintner

Principal

2017-2018 School Staff

Administration

Anne Lintner, *Principal*
Peter Norment, *Assistant Principal*

Main Office

Sonny Rodriguez- *Home-School Liaison*
Regina Shultz, *School Nurse*
Donna Walker, *Admin Support*
Miranda Williamson, *Admin Support*

Kindergarten

Rhonda Blosser
Kendyl Connifey
Mariela Formiconi
Emily Ritchie
Mikala Wolter

Grade 1

Dorothy Hershey
Laurissa Kennedy
Jennifer Kettelkamp
Jenna Martin-Trinka
Sarah Nicklas
Kim Schmucker

Grade 2

Andrea King
Rose Jantzi
Amy McCarter
Elizabeth Ochoa
Kim Perkins
Felicia Williams

Grade 3

Peyton Erb
Erin Ouellette
Sarah Rodgers
Sara Saenz
Kristen Wenger

Grade 4

Kim Boronat-Garcia
Susannah Oda
Abby Stover
Allison Weaver

Grade 5

Isaac Driver
Jessica Noe
Emily Stewart

Studio Team

Ebony Dennis- *Movement*
Susan Eckenrode- *ISTEAM*
Kathleen Johnston- *Art*
Jessica Life- *Movement*
Curtis Nolley- *Music*
Marissa Shank- *Library*

Support Services

Kelsey Bass- *Special Education*
Mary Bendfeldt- *Reading Specialist*
Betsy Conyers- *ESL Specialist*
Kim Dorman- *Reading Specialist*
James Elwell- *ESL Specialist*
Candy Foster- *Reading Specialist*
Michelle Garber- *ESL Specialist*
Heather Hyde- *Speech & Language Pathologist*
Whitney Kincaid- *School Counselor*
Ian Linden- *Instructional Technology (ITRT)*
Tasha Love- *Special Education*
Sheri Musser - *ESL Specialist*
Courtney Sokolowski- *Adv Learning/ISTEM*
Patti Studwell- *Instructional Coach*
Lucinda Swartzentruber- *Reading Specialist*
Rachel West- *Tech Specialist*
Robin Zombro- *School Counselor*

Instructional Support

Mary Anne Duda
Maria Harris
Maria Teresa Perez Frisman
Evelia Polanco
Danielle Rodeffer
Christina von Rotz-Brunk
Mary Yoder

Custodial Staff

Anne Lane
Steve Pittington
Kathy Wimer

Cafeteria

Selma Ahmed
Julie Conley
Tran Duong
Carol Gooden
Gordana Peric
Elena Pidroutchniak
Doris Simmons
Connie Singleton

ARRIVAL AND DISMISSAL

Our school doors open at 8:25 a.m. each morning. **Please stay with your children if you arrive before the doors open at 8:25!** Upon arrival, children will walk to their neighborhoods and participate in beginning day activities, including breakfast, as the school day begins.

8:25 – School doors open/breakfast is served

8:55 – Morning Meeting

11:35 – Lunch schedule begins

3:50 – Grades K-5 are dismissed

Student Drop-off

Please follow these procedures when dropping your student off at school:

All vehicles will enter the parking lot via Heritage Oaks Drive and pull up as far as possible before unloading a student. If you plan to come into the school, please park in a designated space and walk alongside your child across the parking lot. Please be mindful of all posted signage and do not leave your vehicle unattended in the drop-off lane. As we work through transportation procedures at Bluestone, any additional directions about drop-off will be communicated to parents.

Student Pick-up

Students have several options for dismissal:

1. Ride the bus
2. Pick up by vehicle
3. Walk with parent
4. Bike with parent
5. Walk/bike alone (4th and 5th grade only)

To ensure the safety of all students, it is important to communicate in a timely manner any changes to a student's dismissal routine.

Car Riders

All students who are car riders will be released from school at 3:55 from the family entrance off Heritage Oaks Drive. Students who may be picked up at the end of the day by a vehicle during the school year will be assigned a dismissal number for the year. Each child will receive several tags with this number for use throughout the year. When picking students up in a vehicle, please enter the pick up lane, stay in your car, wait in queue, and display your number for the staff to read. Students will be released to vehicles as quickly as possible.

Walking/Biking with Parent

Students who plan on walking will be dismissed from the Dining Commons to the outdoor seating patio. Students will wait inside the Dining Commons until

staff release them to an approved guardian. A list of possible walkers/bikers will be provided to staff, and students will be released as quickly as possible as parents are identified.

With permission, students in grades four and five may walk or bike home without a parent accompanying them. These students will leave from the school entrance that provides the safest and most direct route home. (Bike racks are located near the bus loop.)

INSTRUCTIONAL PROGRAM

Advanced Learning Services

A formal identification process is in place to identify gifted students in the areas of Language Arts and Math. This process will be expanded to include other curriculum areas in the future. Our instructional program offers opportunities for differentiated learning in all areas. All students participate in learning activities designed to develop skills in critical thinking and creative problem solving. Students are also provided opportunities to extend their learning through independent projects and research. Our Advanced Learning Specialist, Courtney Sokolowski, works with classroom teachers to provide appropriately challenging instruction and activities for all students. For more information regarding the gifted identification or appeals process for our gifted program, please contact Peter Norment, Assistant Principal and Gifted Coordinator or Ms. Sokolowski.

Art

A wide variety of media is available to students as they engage in creative self-expression and study, exploring the realm of drawing, painting, construction, etc. All students will participate in Art Studio once each week for 50 minutes.

Community Circles

The Elementary Guidance/Counseling Program is designed to serve the developmental needs of elementary children and is focused upon the social, physical, emotional and intellectual growth of every child. Classroom lessons and counseling opportunities support the development of mindsets, essential skills and habits (MESH) that support long term happiness and success. Program objectives include helping children develop the MESH competencies of self-efficacy, self management, a growth mindset and social awareness. We work to prepare our students to make choices and decisions that will lead to effectiveness as individuals, students and members of a community. Parents may contact the school counselors at any time to review materials used in the Elementary Guidance/Counseling Program. Questions or concerns about your child's participation in the Elementary Guidance/Counseling Program should be directed to the school counselors or the principal.

Family Life Education

Family Life Education curriculum is taught in Kindergarten through fifth grade. Informational letters outlining objectives for your child's grade level are sent home each year. Topics include safety at home, building self-esteem, and the dangers of substance abuse. The complete Family Life Curriculum is available for review in the school's media center.

History and Science

Our History and Social Science program is based on the Virginia Standards of Learning which include the development of student understanding of local, state and world geography, local, state and world history, world resources, economics, current issues, career choices and citizenship. The curriculum is rich and diverse and is taught using a variety of resources. Instructional field trips are taken in conjunction with the social studies program.

The Science program develops attitudes, values and understandings about the environment, develops skills to seek and evaluate information, and encourages experimentation, discovery and research with a variety of materials to strengthen basic concepts and processes. Numerous curricular materials, including text from Fusion- Houghton Mifflin, provide information and resources for instruction. Teachers use a hands on, inquiry based approach to make learning relevant, and I-STEM lessons are a valuable part of the program.

Homework

Homework is an integral part of the learning experience, and its completion is the responsibility of each student. Assignment of homework is planned to address individual student needs. Parents can expect 10 minutes of homework per grade level (i.e. 10 minutes at grade 1, 20 minutes at grade 2) and a period of independent reading. Homework should provide students opportunities to problem solve and practice skills that are being developed during the school day. At times, students may become frustrated when solving math problems or completing other assignments. If a child becomes upset about a homework assignment, it is OK to put it aside. If there is an ongoing concern about homework completion, please share this with your child's teacher.

ISTEAM

The ISTEAM (Integrated Science, Technology, Engineering, Art, and Math) studio class will provide opportunities for students to learn science and math concepts through the content and practices of technology, engineering, and art education. Topics of study will emerge as we effectively integrate learning within the continuum of content areas. Students will think critically, creatively solve problems, collaboratively explore design technology, and will communicate effectively as they share their learning. All students will participate in ISTEAM Studio once a week for 50 minutes.

Language Arts

Reading and language instruction is aligned with the Virginia English Standards of Learning and is organized within thematic units, following the scope and sequence of the Houghton Mifflin Reading Series K-4. Our reading program includes instruction in phonics, phonemic awareness, word knowledge, comprehension, oral fluency, and vocabulary development. Our language program includes specific instruction in the writing process, as well as language usage and mechanics. Students also work to develop oral language proficiency, listening skills, study skills and handwriting skills.

We are fortunate to have a reading intervention program that is federally funded through a Title 1 grant. This program focuses upon meeting the needs of specific students based upon their achievement in the area of reading and language development, and is set up to supplement a student's regular classroom instruction in reading. Reading specialists work collaboratively with regular classroom teachers to address student needs to improve student achievement. Students who are reading significantly below grade level may participate in a Tier 3 intervention program that utilizes a research based program designed to meet a specific learning challenge. (i.e. Corrective Reading, Wilson, LLI)

In a Title I Schoolwide program, parents may request information regarding the professional qualifications of the student's classroom teachers, which will include, at a minimum, the following:

- 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 through which state qualification or licensing criteria have been waived.
- the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree and
- whether the child is provided services by paraprofessionals and, if so, their qualifications. 20 U.S.C. 6311(h)(6)

Schools receiving Title I funds must also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified, as defined by NCLB 20 U.S.C.6311(h)(6)(B) (ii).

Language Testing

Harrisonburg City Public Schools use the WIDA English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12 to guide oral and written language instruction. The WIDA assessment component

(ACCESS Test) is administered to all English Language Learners each February to assess their proficiency in meeting these standards. This test is given to all pre-K through 12 students who speak a language other than English in their home. Questions regarding this testing program may be directed to Laura Feichtinger-McGrath at the Harrisonburg City Schools central office.

Library

An important goal of our library staff is to promote a love of reading and lifelong learning. To meet this goal, a variety of programs are offered through the library including book fairs, buddy reading programs that pair older and younger students, reading incentive programs and family events. The library also partners with community programs that support reading.

All students have scheduled library classes and checkout times. Library lessons focus on locating and selecting books, information skills, using reference materials, and lessons that enrich and extend classroom learning objectives. Students may come to the library any day to return/checkout books or to engage in activities that support classroom instructional objectives. Library books and materials are due on a weekly basis, however may be renewed as many times as needed as long as the materials have not been reserved by another student or teacher. If a student has lost or damaged a book beyond reasonable repair, the student or his/her parents will be expected to pay the current replacement cost. Donations are gladly accepted in the library with the understanding that if the materials are not needed for the library collection, they will be offered to classroom teachers. Volunteers are also needed. If you are interested in volunteering in the library, please contact Marisa Shank.

Mathematics

Math in Focus: The Singapore Approach focuses upon skills that are critical to mathematics success in the elementary grades. Among them are understandings of number, number sense, and place value. Math in Focus stresses mastery, coherence, and focus. Students master foundational math skills early and carry those skills with them as they progress through the grades. With each new concept learned, students build on what they have already learned. This systematic approach to mathematics is particularly evident in the program's approach to teaching place value. From grade level to grade level, place value is developed, honed, and applied to operations. As a result, numbers are demystified and students excel in mathematics because, for them, numbers become tools for solving problems rather than obstacles that cause frustration. This program includes a visual approach to word problems. Model drawing, often called "bar modeling", is a systematic method of representing word problems and number relationships that is explicitly taught from second grade to secondary algebra. Students learn to use the bars to model problems that involve the four operations with whole numbers, fractions, and ratios. The use of the rectangular bars and the identifications of the unknown quantity with a question mark help students visualize the problem and know what operations to

perform. In short, students will be able to view all problems from an algebraic perspective beginning in early elementary grade levels. This program fosters both good number sense and the ability to solve complex problems.

Additionally, Bluestone teachers use a systematic calendar program called *Calendar Counts* that utilizes calendar activities to promote concept understanding. An individual math folder is kept on each student that monitors their progress and proficiency in mastering the Commonwealth of Virginia's Standards of Learning.

Movement

A well-rounded program of movement, beginning game skills and physical fitness characterize our Health and Physical Education program. Our goal is to provide sequential development experiences based on students' abilities and needs. Activities are designed to develop body fitness and attitudes of fairness and sportsmanship. All students have formal Physical Education instruction, twice a week for 50 minutes. A written note from parents or the family doctor is needed in order to be excused from Physical Education. **Tennis shoes are required for all students.**

Music

The purpose of our music program is to develop an understanding and appreciation of music through the use of the voice, rhythm/percussion and other instruments. Students experience making music, performing, listening, and reading music. All students have formal music instruction once each week for 50 minutes.

Project-based Learning

Project-based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended time period to investigate and respond to an authentic, engaging and complex question, problem or challenge. The components of a well developed project include: a challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and a public product. The Bluestone staff are participating in systematic training to effectively integrate curriculum as they utilize this method of teaching.

Special Education Program

Harrisonburg City Public Schools are committed to providing a full educational opportunity for identified disabled individuals. This commitment is demonstrated, in part, through the following efforts:

- An ongoing child find effort is made to locate and identify disabled individuals from birth through age 21
- A free and appropriate public education is provided to all disabled students, ages 2 through 21 inclusive, in the least restrictive environment. All federal and state regulations are either met or exceeded by local school practices

- An active and involved advisory committee meets on a regular basis to review programs and the special education annual plan. The committee is composed of parents and community agency representatives. These meetings are open to the public and are publicized

Parents are involved throughout the educational process. Parental permission and notification of procedural safeguards are obtained before an evaluation takes place. Parents are also invited to attend child study and eligibility meetings, and participate with educators in jointly developing their child's individualized education program.

Standards of Learning (SOL) Testing

Harrisonburg City Public Schools use the Virginia Standards of Learning as the core of their academic curriculum. For information regarding the academic standards, curriculum framework, test blueprints and released tests, please visit the Virginia Department of Education website at: www.doe.virginia.gov.

Students at Bluestone will take SOL tests in May each school year as mandated by the Virginia Board of Education. The testing dates will be communicated to parents when the school division schedule is set by the Virginia Department of Education. Students in grade 3 will take SOL tests in the core academic disciplines of Mathematics and English. Students in grade 4 will take tests in Reading, Mathematics and Virginia Studies. Students in grade 5 will take tests in Reading, Writing, Math and Science. Alternative tests/forms, as well as specific accommodations may be provided to students with disabilities and/or students identified as limited-English proficient.

Talk-It-Out

Talk-It-Out is a city-wide conflict resolution program that teaches elementary students how to solve their own conflicts. Talk It Out focuses on resolving real life problems that most children experience, such as teasing, putdowns, gossiping, leaving students out, or refusing to share. Students are taught to use the following steps:

1. Stop and cool off.
2. Talk and listen.
3. Think of ways to solve the problem.
4. Choose the idea you both like.

Some children use these steps independently to resolve conflicts. When needed, children are supported by adults to use these steps to resolve conflicts.

Talk-It-Out helps prepare children with the skills needed to negotiate everyday conflicts and problems.

ATTENDANCE

Successful progress in school depends upon prompt and regular attendance. In recognition of this philosophy, the Commonwealth of Virginia has established a compulsory school attendance policy that applies to all children. Students who are absent must bring a parental note on the first day the student returns to school stating the reason for the absence. According to an amendment of Section 22.1-258 of the Code of Virginia, whenever any student fails to report to school on a regularly scheduled school day and no notification regarding the student's absence has been received by school personnel, a reasonable effort to notify the parent, guardian or emergency contact person by telephone at home or their place of work will be made. **If your child is going to be absent, please help our office staff by calling and letting us know the reason for the absence.** Excused absences include those related to:

- Illness (more than 2 days will require a note from a doctor.)
- Court appearance;
- Death in the family;
- Religious holidays;
- Extenuating circumstances which are determined by the school administration **and have received prior approval.**

If you are planning a family trip, even for one day, please share this information with Mrs. Lintner via phone, email or letter as soon as possible. All family trips are considered unexcused absences from school.

Students who have **5 unexcused absence days for the year** will receive a letter informing parents of an attendance concern. If unexcused absences continue, a meeting with appropriate school/community personnel will be scheduled. An attendance letter will also be sent once a student has missed more than 10% of the days school has been in session for the year.

Parents who make regular school attendance a priority are helping their children develop patterns of responsibility that will carry through their school years and beyond. We expect students to be in their seats, ready to learn when the school day begins at 8:55 each morning. Please provide your child with every opportunity to be successful in school and insure that they arrive at school on time, every day!

CLOSING OF SCHOOLS DUE TO WEATHER

The decision to close schools or open late due to snow or inclement weather will be made as early as possible. The announcement will be posted on the division web page, made on local radio and TV stations and an automated telephone call will be placed. When no announcement is made as previously

described, the Harrisonburg City Schools will be open. If weather conditions deteriorate during the course of the day, please tune to a local radio or TV station or check the division web page for information about an early closing of schools. Additionally, a message on our school answering machine will reflect a school closing or delayed opening in both English and Spanish.

COMMUNICATION AND CONFERENCES

During the school year at specified times, you will receive reports of your child's progress. Report cards are issued to students in kindergarten through fifth grade each nine weeks. These reports will be sent home with our students. Report cards are issued one week following the end of each reporting period. Additionally, interim reports will be sent home in the middle of the nine week period. Please review these reports carefully with your child. If you would like more information, contact your child's teacher by filling out the comments section on the back of the report card envelope.

We encourage all parents to attend parent/teacher conferences and/or to schedule appointments with teachers as additional concerns arise. Two conference days (November 6 and March 1) have been scheduled for you to meet with teachers during the year. We hope you will take advantage of these days to gain a more complete understanding of your child's progress. Ongoing communication between the home and school helps to create a positive environment that supports learning for all.

Effective communication is important as we work together to insure high levels of learning for every student. Any problem or concern you may have is important to us. Please let us know of problems as they arise, and we will work together to find a solution! We encourage parents to address classroom concerns with the appropriate teacher before contacting an administrator.

DISCIPLINE, RULES, AND REGULATIONS

Engaging, relevant and appropriately challenging instruction is central to the development of a positive school environment. Additionally, strong relationships are a critical piece in the development of a closely connected school community. At Bluestone, we work collaboratively each day to create a just and equitable learning environment, where all feel a sense of belonging and significance, and get what they need in order to experience well-being. We strive to create a safe and compassionate school community and prioritize time for nurturing healthy relationships. While this work is an integral part of each day, the development of social and emotional literacy is the clear focus of our daily classroom meetings/conversation circles. This programmatic piece builds self-awareness, self-regulation, emotional literacy, confidence and also serves to diminish the occurrence of relational problems and conflicts.

We believe in the possibilities of positive change and that all of us desire to be in good relationship with others. When conflicts do occur in the school setting, they are viewed as “violations of people and relationships” rather than the breaking of rules. Rather than asking, who broke the rule and what punishment is deserved, we consider - who was harmed by the action, what needs are present because of the harm, and who is obligated to meet those needs. We often ask, “How can you make amends and repair the trust that was broken within the classroom or school community?” When conflict or missteps do occur, we work collaboratively with parents and appropriate staff to support both those harmed and those who behaved inappropriately. The following steps are helpful as we work to maintain a just and equitable learning environment.

- School staff ask questions to understand the conflict. They help students to understand the conflict and take responsibility for their part.
- Students may be asked to provide an oral or written explanation of inappropriate behavior and a statement of how to make amends.
- A conference may be held to discuss a conflict that has occurred. This conference may include students, parents, teachers and administrators.
- A formal discipline referral may be completed when a conflict is reoccurring or presents an immediate threat to the safety of others in the school community. Parents will be notified.

Bus Misconduct

1 st Offense	Conference with student and bus driver. Consequence: Formal referral to parent with copies for the bus driver and school.
2 nd Offense	Conference with student, bus driver and school administrator. Consequence: Formal referral and suspension from bus for one day.
3 rd Offense	Conference with student, bus driver and school administrator. Consequence: Formal referral and suspension from bus for one to four days.
4 th Offense	Conference with student, bus driver and school administrator. Consequence: Formal referral and suspension from bus for five to ten days. Further referrals may result in permanent removal.

EACH SCHOOL WITHIN THE DIVISION IS A DRUG, ALCOHOL, TOBACCO AND WEAPON-FREE ZONE. Please refrain from smoking on the school premises!

DRESS CODE

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 problem. Any clothing that is considered a disruption to the learning environment is not allowed. The following are examples, not an exclusive list of inappropriate dress at school:

- Halters, see-through shirts, tank or tube tops that bare the midriff, no shoes, no skirts, apparel which conveys an inappropriate message such as violence, symbols for illegal substances, gang affiliation insignias, displays of offensive or obscene language, or clothing that reveals undergarments, etc.
- High heeled shoes and flip flops are not appropriate given the activities students participate in throughout the day. Sneakers are preferable footwear for students to insure their safety when playing on the playground during recess and participating in physical education class.
- All hats and head coverings are to be removed when entering the school building, with the exception of those related to cultural or religious beliefs.

FIELD TRIPS

Field trips are a means through which a teacher enhances classroom instruction and are planned for the benefit of all students. Parents and guardians are encouraged to chaperone as possible. Teachers and administrators reserve the right to revoke field trip privileges if student behavior raises a significant concern for student safety. Concerns of this sort will be communicated with parents on an ongoing basis and as a field trip is being planned. Field trips are valuable instructional opportunities for all students and siblings are not permitted to attend. No student will be denied access to any field trip for financial reasons. Students who do not participate in a field trip are still expected to attend school on the day of the trip.

HEALTH CENTER

Illness at school

If a student becomes ill or injured at school, he or she will be taken to the Health Center where the following procedures will be followed:

1. Parents will be asked to pick up their child if he or she is too ill to remain in class. Students leaving early must be signed out in the school office.
2. If a parent cannot be contacted, the school will call the identified emergency contact.

3. If a serious injury occurs, parents will be notified and students will be transported to the hospital by the Rescue Squad.
4. Accident reports are completed and placed in the cumulative file.

Medication

Harrisonburg City Public Schools personnel may only administer medication to children with a completed Medication Authorization, signed by both the physician and parent or guardian. Such medicine, whether prescription or nonprescription, must be in the original container. In the case of prescription medications, the original container must contain the student's name, the name of the medication, the required dosage, and when the medication is to be administered. School personnel must follow the Harrisonburg City Public Schools procedural guidelines for administration of medicines. Students are not allowed to transport medicine to and from school. All medication will be kept with the nurse in the school office.

Speech and Hearing Screening

Each year all students in kindergarten have their hearing and speech screened by the speech therapists in the school system. All new students entering the system receive both speech and hearing screenings. Parents will be notified if their child fails any of the screenings and a follow-up on the child will be recommended. If you do not wish for your child to be screened, please contact the school office within two days after school starts or within two days of their enrollment date.

PERSONAL ITEMS

Cell Phones

Cell phone use is prohibited during the school day.

Lost and Found

Each year a considerable quantity of unclaimed clothing and personal items accumulate in lost and found boxes at Bluestone. After a period of several months and an opportunity for students to claim their belongings, remaining items are appropriately donated. To provide more efficiency in returning lost belongings, all articles such as books, purses, clothing and lunch boxes **should be plainly marked with the child's first name and last initial**. This will be a great help to us in identifying and finding the proper owner. Names on clothing are especially helpful in the primary grades.

Toys/electronic devices

Toys/electronic devices are to be left at home. This includes, but is not limited to, spinners, trading cards, and hand held computer games. If a toy/electronic device is brought to school, a staff member may hold the item during the day

and it will be returned at the end of the day to the student. In some circumstances, a parent may be notified to pick an item up at school.

PLEDGE OF ALLEGIANCE/ MOMENT OF SILENCE

All students are required by state law (Code of Virginia 223.1-202) to learn the Pledge of Allegiance and to demonstrate such knowledge through daily recitation in the classroom. No student, however, shall be compelled to recite the Pledge if he/she, or his/her parent or legal guardian objects on religious, philosophical, or other grounds. Students who are thus exempt shall remain quietly standing or sitting and shall make no display that disrupts or distracts others who are reciting the pledge.

The daily observance of one minute of silence in each classroom is required by state law (Code of Virginia 22.1-203). During the one-minute period of silence, the teacher shall take care that all students remain seated and silent. The teacher further shall ensure that no student disrupts or distracts other students during the minute of silence.

RETURNED CHECKS

A service charge of up to \$10.00 will be imposed on all checks returned to us by the bank for insufficient funds.

SAFETY

The safety of all members of our school community is our first priority! We work together in this regard, and ask for your help to support the following safety procedures that are in place in our building and on our grounds.

1. **Visitors** - All visitors must sign in at the office to get a visitor's pass. Staff members have been asked to stop persons in the hallway who do not have a pass.
2. **Buddy system** – All students will be accompanied by an adult or use the “buddy system” when walking through the Bluestone hallways.
3. **All doors are locked at 8:55 a.m.** - Visitors are to use the Heritage Oaks Drive entrance and check in at the main office. These are the only doors that will remain unlocked during the day.
4. Students that are released early from school will be picked up and signed out in the school office. **Students may not be picked up from individual classrooms.**
5. Use of playground facilities is reserved for student use during school hours.

Safety Drills

To ensure our students' safety, several safety drills are performed throughout the school year. Fire drills are practiced weekly the first month of school, and monthly thereafter. A severe weather alert drill, intruder drill, and bomb threat drill are each performed once during the school year. The procedures for each are as follows:

Fire Drill: Faculty, staff, and students follow fire drill routes to exit the building quickly and safely. If the children will be out of the building for an extended period of time, transportation will be contacted and school buses will take everyone to Harrisonburg High School.

Severe Weather Alert Drill: Faculty and staff will move all students into interior hallways where everyone drops to their knees and covers their heads.

Intruder Drill: Faculty and staff lock classroom doors and move students to a location in the classroom where they are not visible.

Bomb Threat Drill: Faculty and staff evacuate students along fire drill routes to a designated location away from the school building. If the children will be out of the building for an extended period of time, transportation will be contacted and school buses will take everyone to Harrisonburg High School.

Bus Safety/Accident

Procedures regarding bus safety and bus accidents will be covered with each student during the bi-yearly bus evacuation drills. Please refer to the division handbook for more information.

School Accident Insurance

School accident and dental insurance is available to your child. This insurance covers injuries caused solely by accidents while a student is on the school grounds, on a field trip, or going to and from school. It is offered as a service to parents, but the actual contract exists between the company and the parent. The school system receives no remuneration for the service and does not submit the claim forms. Parents are responsible for the completion of forms and forwarding claims, medical bills, etc.

Visitors

Visitors are always welcome at Bluestone Elementary. All visitors must report to the main office to log in on the computer for a visitor's pass. Visitors must also sign out in the main office. Unauthorized persons will be requested to leave school grounds by the building administrator.

SCHOOL COMMUNITY INVOLVEMENT

At Bluestone Elementary School, we hope to create a culture of unity and acceptance for all. We believe in the value of collaboration and hope all members of our school community will find meaningful ways to participate as we work together with a common mission. You are invited to join us throughout the school day, or participate as a school trip chaperone, a school task-force group member and/or a supporter of student learning at home. Please contact the teachers who work with your child(ren) or a member of the school staff as you have ideas for ways to be involved at Bluestone. We also invite you to visit “*The Gathering Place,*” a spot where you may grab a cup of tea or coffee, find out about events taking place at the school and learn to know other Bluestone parents. As we work to maintain a strong instructional focus throughout the school, we ask that you turn off the sound on your cell phone when you are inside the building.

SCHOOL NUTRITION

Harrisonburg City Public Schools cafeterias serve nutritious breakfasts, lunches, and after school snacks (to students participating in an approved after school activity) through USDA National School Lunch, Breakfast and Snack Programs. The School Nutrition Department’s goal is to offer nutritious meals that are acceptable to students at a reasonable price for parents. In addition to providing healthy foods, the program has the goal of educating students about the importance of healthy eating. Menus are posted in each room and are also available on the HCPS and individual school websites. Additional nutrition related information is available on the School Nutrition website at www.harrisonburg.k12.va.us/Departments/School-Nutrition.aspx.

Procedures for Meal Payments

Lunch prices are as follows:

Full Price – Elementary \$1.90

Reduced Price – \$0.40

Adults – \$3.50

Breakfast prices are as follows:

All children receive free breakfast.

Adults – \$1.50

On the last day of each month, every child will receive free ice cream.

Payments can be made for any given period of time: a day, a week, a month, or

even the entire school year and can be made with cash or check. Credit or debit cards are not accepted at the school level. Parents may set up an account to check meal balances and purchases and to add funds to an account using a credit or debit card at www.myschoolbucks.com If you would like to check your child's account balance you may also call or email the cafeteria manager at their school or call or email Andrea Early, School Nutrition Program Director at 437-3300 or aearly@harrisonburg.k12.va.us. Please put payments in an envelope with the student's name and account number (ID number) on the envelope. It is helpful to write the student's name and ID number on all checks. Please have students bring payments to the cafeteria.

No cash will be returned to a student who presents a check for meal payment. Refunds from student accounts will be made only if a request in writing or by email is made by a parent or guardian. Funds will not be transferred between siblings in a family without prior written authorization from a parent or guardian.

Account balances from the previous year will roll over to the new school year. Parents of students who are graduating or leaving the district should make a request in writing or by email for a refund of an account balance. Notices will be sent to parents of graduating seniors who have a positive balance. Balances remaining on accounts of graduating seniors after June 30th will be transferred into a hardship fund. This fund will be used by the Director of School Nutrition to offset meal charges on a case by case basis.

Meal charges are also reflected in the student's meal account balance. Students with meal charges will not be allowed to charge or purchase a la carte (extra) food items

Students who receive free or reduced lunch also qualify for free or reduced breakfast. Please note that free and reduced status applies to full meals only, not individual items (milk for example).

Procedures and Policy for Meal Charges

A meal charge is defined as a short-term loan for a child to eat because the child has forgotten or lost money for that day. The School Nutrition Program is self supporting and relies on revenue generated from meals that are served. Therefore, charges must be kept to a minimum.

Cafeteria Managers, through the use of the computerized school nutrition accounting system, will allow and record charges, collect monies for payment of charges, and issue charge notices as deemed necessary. Parents will be notified by automated phone call when their student's account is in a negative status. Security for this system relies on students' not sharing their lunch numbers with others.

Full meals will always be provided to elementary and middle school students

regardless of amount owed. High school students may accrue no more than \$20.00 in charges. High school students with more than \$20.00 in charges should not go through the regular serving lines, but should go directly to the kitchen to receive an alternate meal (sandwich and drink). Students with meal charges will not be allowed to charge or purchase a la carte (extra) food items. Parents are expected to pay meal charges in a timely manner at all school levels. School staff may accrue no more than \$12.00 in charges.

If a hardship has occurred, please submit a new application for free/reduced meals immediately. Please note that parents are expected to pay charges accrued to a student's account prior to their being approved for free and reduced meals. A hardship fund is maintained and may be used to offset these charges on a case by case basis.

If you have questions, please call the cafeteria manager at your student's school or call Andrea Early, School Nutrition Director at 437-3300.

USDA is an equal opportunity provider and employer.

