

**Stone Spring
Elementary School**



**Parent/Student
Handbook
2017- 2018**

Stone Spring Elementary School

1575 Peach Grove Avenue
Harrisonburg, Virginia 22801

Telephone: (540) 574-1199 Fax: (540) 432-0053
www.harrisonburg.k12.va.us/stonespring

Kathleen Taylor
Principal

Erin Young
Assistant Principal

Dear Stone Spring Families,

Welcome to another exciting school year at Stone Spring! The start of a new school year always brings an air of excitement to the hallways at Stone Spring and this year is no different. We look forward to working with your children and with you as families to make this another successful year. Each new school year is filled with new hopes, new opportunities, and new adventures in learning. We are glad you are part of the journey!

Please take a few minutes to read through our parent/student handbook where you will find information about our school policies and procedures. Information is also included about our school instructional program and other support services. Please call the school if you have questions about any of the policies, procedures, or information included.

The Stone Spring staff is dedicated to serving you and your family. Each member of our staff works hard to provide a learning environment that is positive, engaging, rigorous, and caring. As partners in your child's education, we value your input and ideas. Let's work together to provide the best educational experience possible!

Best wishes for a wonderful school year!

Kathleen Taylor
Principal

MISSION STATEMENT

As an Arts Integrated Learning Community, Stone Spring Elementary School is committed to:

- A high quality, challenging educational program for all students
- Learning that fosters creativity, critical thinking, problem solving, and teamwork
- A safe, respectful, and positive learning environment
- Embracing the diversity of our community

SCHOOL VISION

Learning through the integration of arts and academics

HARRISONBURG CITY PUBLIC SCHOOLS VISION STATEMENT

A place where learning has no limits and together we work for the success of all!

Stone Spring Staff Directory

Office Staff

Kathleen Taylor	Principal
Erin Young	Assistant Principal
Judy Grey	Secretary/Bookkeeper
Robin Dayton	Secretary
Bette Lam	School Nurse
Margo Rendon	Home School Liaison
Muhammed Kareem	Home School Liaison
Dan Long	School Counselor
Paige Harley	TDT Counselor

Head Start Staff

Guadalupe Jones	Family Service Advocate
Kristine Ernzen	Teacher
Lora Ferrell	Teacher
Heather Kolvoord	Teacher
Lana Lema	Teacher
Shelby Allen	Assistant
Lori Puffenbarger	Assistant
Christen Roush	Assistant
Sandra Silvia	Assistant

Kindergarten Teachers

Jennifer Berry
Jessica Farkas
Dawn Gayhart
Jennifer Swartzentruber

First Grade Teachers

Melinda Christian
Chrissy Malin
Melissa Nelson
Sharon Wenger

Second Grade Teachers

Brianna Burton
Cindy Hardesty
Bethany Hart
Lauren Pichon

Third Grade Teachers

April Elliott
Janie Elmore
Jennifer Evans
Kathleen Holter

Fourth Grade Teachers

Courtney Abrams
Beth Cruse
Jordan Lam
Michael Yoder

Fifth Grade Teachers

Dana Black
Burdette Bontrager
Lauren Womack

Specials Teachers

Michael King	PE
Teal Lloyd	Library/Media

Alice Minnis	PE
Heather Eberly	Music
Erin Conway	Art
Maureen Zuniga-Saborio	Spanish

ESL/Reading Teachers

Kathy Beery	Reading
Lori King	ESL
Chandra Palmer	Reading
Marcella Rogers	ESL
Cathy Shirley	Reading
Emily Wise	ESL

Resource Staff

Kate Dougherty	Instructional Coach
Tricia McPherson	Technology
Lynette Latham	Advanced Learning
Stacey Penrod	ITRT

Special Education Staff

Kim Baird	Austim Teacher
Michelle Bennett	Autism Teacher
Hilary Buckless	Resource Teacher
Meagan Driver	Autism Teacher
Jennifer DePuy	Vision Teacher
Danielle Fournier	MD Teacher
Misty Kirkpatrick	Speech Pathologist
Therese Leigh	Occupational Therapist
Andrea Meredith	School Social Worker
Melissa Perritt	Resource Teacher
Jason Rutt	School Psychologist
Jennifer Tharpe	Physical Therapist
Tara Askari	Vision Assistant
Hannah Burns	Vision Assistant
Matthew Dickerson	Autism Assistant
Eric Diggs	Autism Assistant
Valerie Gordon	Autism Assistant
Brittany Harton	Autism Assistant
David Kemmerer	MD/ASL Assistant
Ciara Krysiewicz	Autism Assistant
Brett Parsons	MD Assistant
Elizabeth Rich	Autism Assistant
Alexa Shepherd	Autism Assistant
Jennifer Simons	MD Assistant

Instructional Assistants

Daniela Beck
Brigette Conley
Carissa Shifflett
Christa Stoner
Anne Wright

Cafeteria Staff

Diane Schreiber-May	Manager
Mary Lou Carper	
Shahnez Khan	

Custodial Staff

ARRIVAL AND DISMISSAL

Arrival

School doors open at 8:00 am. Students that arrive between 8 and 8:25 should report to the cafeteria. Students that arrive between 8:25 and 8:45 should go directly to their classroom. Any child not in their classroom by the 8:45 bell is tardy and must report to the office for a tardy pass.

Student Drop-off

Please follow these procedures when dropping your student off at school in the morning. All vehicles will use the drop-off line on the right side of the school. Please stay in the drop-off line until you are able to unload your child close to the door. If you plan to come into the school, please pull into a parking space and walk alongside your child across the parking lot. Please do not leave your vehicle unattended in the drop-off lane and drive slowly through the parking lot. Please do not use the bus lane for drop off. Please note the stop sign and yield to pedestrians in the crosswalk.

Dismissal

Dismissal time for students begins at 3:35. Please make sure your child's teacher knows the dismissal plan for your child (ie –ride the bus, stay for Boys and Girls Club, car rider). Parents are required to send in written notice when their child's dismissal plan changes. Please refrain from using the phone as the primary way of communicating a change in routine. Our staff has a large volume of phone communication each day and cannot accommodate phone requests regarding a change in transportation on a regular basis. If you do need to call with a change in dismissal plan, please do so before 2:00 to ensure your child's teacher receives the message.

Student Pick-Up

Please follow these procedures when picking up your child at school in the afternoon. All vehicles will use the pick-up line on the right side of the school. We will call your child(ren) and escort them to your vehicle. Please stay in the pick-up line until you are able to safely have your child enter the car. Please do not pass cars in the line to avoid waiting for your child. If you need to assist your child in getting into the car, please park in a designated space and walk to the school door to get your child. Please note the stop sign and yield to pedestrians in the crosswalk.

ART EDUCATION

Art Education is provided for all students in Grades PK – 5. Art instruction includes four components of an “inquiry based” philosophy for art instruction: aesthetic perception, creative expression, art heritage, and aesthetic valuing. Students will have experiences with a wide variety of media such as drawing, painting, pottery, graphic design, and weaving. Students will gain a foundation of knowledge to better understand and appreciate works produced by artists while developing an ability to confidently create their own art works.

ARTS INTEGRATION

In partnership with Harrisonburg City Public Schools and the Kennedy Center's "Any Given Child" initiative, Stone Spring will continue to implement a Fine Arts Integration program in each grade level. Fine Arts instructional strategies in the areas of dance/movement, drama, music, and the visual arts will be integrated into units of instruction in each classroom. In addition, every student will participate in a live arts experience in every art form.

Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.

ATTENDANCE PROCEDURES

Regular attendance is crucial to student success. It is important that students attend school regularly, are on time, and stay the entire school day to have their instructional needs met.

If a student is absent due to illness or other reasons, please contact the school by 9:30 am to let the office staff know your child will not attend school that day. Students may also bring a note written by parents or a doctor's office when returning to school after an absence.

The following are acceptable reasons for absences

1. Illness or other medical reasons
2. Observances of religious holidays
3. Death in the family
4. Extenuating circumstances as defined by the principal

Families are discouraged from taking trips during the school year. Days missed due to family trips will be counted as unexcused absences.

Please try to make appointments before or after school. If an appointment does occur during school hours, the child is expected to attend school before and/or after an appointment.

The principal, assistant principal, and home-school liaison will take appropriate action for cases of chronic absences and/or tardies. This could require a parent meeting and the creation of an improvement plan.

BICYCLES/WALKING TO SCHOOL

Students are now allowed to walk or ride their bicycles to school, as long as parents/guardians/other adults are present and provide supervision. Students that bicycle to school are required to wear a helmet. Bicycle storage is available at school. Locks must be provided by parents/families.

BULLY PREVENTION

Bullying and aggressive behaviors are not permitted at school. School wide bully prevention

rules have been posted and are follows: 1. We will not bully others. 2. We will try to help students who are bullied. 3. We will try to include students who are left out. 4. If we know that somebody is being bullied, we will tell an adult at school or an adult at home. The key to any successful bully prevention program is reporting of any situations that occur. Please share with your child's teacher or with the school administration if you suspect your child is ever being bullied at school or on the school bus.

CHARACTER EDUCATION

Character education promotes the goals of kindness and respect. This program is most effective when our parents, school staff, and students value the rewards of being kind and respectful. Character education is conducted during guidance lessons, class meetings, and woven into various lessons throughout the school day. Each homeroom will have a daily class meeting. The purpose of the class meeting is to build a positive classroom community while helping students develop key social and emotional skills.

CLASSROOM GUIDANCE

School counselors provide guidance units at each grade level. These units introduce skills, strategies, and ideas that are reinforced by the classroom teacher during regular classroom instruction. The units focus on the developmental needs of children in order to enhance healthy social, emotional, and educational growth. Parents may elect to opt their child out of class and must notify the school in writing if choosing to do so. School counselors also serve as a resource with classroom teachers to share ideas and strategies with classroom teachers to address specific concerns within individual classrooms.

CLOSING OF SCHOOLS DUE TO WEATHER

School closings, delayed openings, and early dismissals due to weather will be announced on local radio and TV stations. Parents will also receive a phone call in the event that school is closed or delayed. Notifications about school closings and delays will also be posted on the division's web page.

One Hour Delay: Busses will pick up students one hour later than their scheduled time. The building will open for student drop-off at 9:00. Breakfast will be served.

Two Hour Delay: Busses will pick up students two hours later than their scheduled time. The building will open for student drop-off at 10:00. Breakfast will not be served.

CONFERENCES

Regular parent/teacher conferences for all families are an essential building block of home-school communication. Conferences are a time for listening and sharing. Two parent-teacher conference days are scheduled during the school year. Parents may always request additional conferences by contacting their child's teacher.

DISCIPLINE PLAN

All students have the right to learn in an environment that is conducive to learning. This is best achieved when parents, students, and the school work together. The school has the responsibility of providing a safe, secure environment with stimulating and challenging academic programs. Parents have the responsibility to ensure that children arrive at school in good health, regularly and punctually, and prepared for the day. Children have a responsibility to be ready for learning, to listen, try their best, and follow classroom and school rules. Clear expectations for appropriate behavior, coupled with simple rules that are consistently enforced, create an atmosphere where every child can experience success.

School Wide Expectations:

Expectations emphasize making strong choices instead of weak choices and on learning to manage behavior. Students will also be expected to be calm, focused, and balanced. Calm is about the student's body. Focused is about the student's mind, and balanced is about the student's emotions. Students are expected to make strong choices by controlling their body, voice, imagination, cooperation, and concentration.

General School Rules:

1. Students will show respect for others by exhibiting proper behavior and using appropriate language.
2. Students will respect the property of others.
3. Students will demonstrate appropriate hallway behavior by walking quietly.
4. Students will leave distractions to learning at home. This includes toys and electronic devices.
5. Students will complete assigned tasks, listen, and participate appropriately in all classes.

The goal of any classroom management plan is to ensure that students have the skills needed to demonstrate appropriate behaviors. We will utilize daily class meetings, guidance lessons, and other social-emotional instruction to help students learn and practice these skills. When classroom or school expectations are not met, staff members will work with students on ways to make stronger choices. Students will be provided an opportunity to de-escalate in a quiet environment before any consequences are implemented. Consequences could include time-out, parent contact, loss of privileges, and/or referral to administration.

Staff will help students understand that their actions can cause harm to the school environment and/or members of the school community and that they need to be accountable for these actions. Accountability means understanding the harm that has been done and taking steps to remedy the harm. These steps could include, but are not limited to, cleaning up messes, fixing broken materials, and talking through the issue with others involved.

Certain behaviors will result in an automatic referral to the office. These are: alcohol or drug violations, fighting, sexual harassment, threats, tobacco violations and weapon violations.

DRESS CODE

Appropriate clothing or attire promotes self-esteem, respect, and safety during the school day. Clothing that disrupts the learning environment or poses a safety concern will not be allowed. The following types of clothing are not permitted:

- Halters, see-through shirts, tank or tube tops that bare the midriff,
- apparel which conveys an inappropriate message such as violence, symbols for illegal substances, gang affiliation insignias,
- displays of offensive or obscene language,
- shorts, skirts, and dresses that are inappropriately short
- clothing that reveals undergarments.

Clothing should also allow students to move safely through the learning environment. Flip flops and high-heeled shoes are not safe shoes to wear at school given the types of activities, such as recess or PE classes, held during the day. Students may be asked to change clothes if they are not appropriate for school.

ENGLISH LANGUAGE LEARNERS

An English-as-a-Second Language program (ESL) is available at all grade levels in our system to provide for maximum learning and to improve the academic achievement of the Limited English Proficient students served in the program. The language support programs of HCPS serve culturally and linguistically diverse students whose native language is not English. The objective of the program is to provide students with the English and academic language needed to be successful, active participants in the learning community. Oral language proficiency and vocabulary development are initial goals of the ESL program. As oral language proficiency is achieved, services are also provided to assist students with literacy development in all curriculum content areas. Student progress is measured annually by the state-provided ACCESS assessment. The ACCESS assessment measures student progress in the areas of listening, speaking, reading, writing, oral language, literacy, and comprehension. The Newcomer's program is also offered to students with limited English who are developing their oral language and vocabulary skills in grades K-5.

FIELD TRIPS

During the course of the year, grade levels take trips to places of educational interest to gain first hand experiences connected to learning occurring in the classroom. No student shall be denied access to field trips because they do not have the money to cover the cost of the trip. Siblings and friends of students are not permitted to attend field trips. Parents are encouraged to chaperone at the teacher's discretion. It is important to remember that we can only accommodate a certain number of chaperone requests. Chaperones are expected to model appropriate behavior. Please dress appropriately. Smoking is prohibited on field trips.

Administrators reserve the right to revoke field trip privileges if concerned about the safety of the child or others when out of the school building based on previous student behavior. If a child does not attend a field trip, they are expected to come to school. The school will arrange for

instruction for any child that does not attend a field trip.

GIFTED/ADVANCED LEARNING SERVICES

A student may be nominated for Learning the Advanced /Gifted program at any time during the school year by self, peers, parents and/or a faculty member. In addition, each spring, faculty members are asked to submit names of students whom they feel might be candidates for this program. The individual making the nomination will complete a checklist of behavioral/academic characteristics for each student nominated in the areas of Language Arts and Mathematics. Parents will also be asked to complete a checklist. The school/division placement committee for this program will coordinate any additional screening required. They will review the points a student receives from the teacher checklist, the parent checklist, and from the standardized test data. They will then make the decision as to whether the student is eligible, not eligible, or will be monitored for future placement in the program. The parents of the nominated student will receive a letter indicating the decision of the placement committee. The decision of the school placement committee may be appealed to the school administration.

Students in all grade levels who are found eligible and enrolled in the Advanced Learning/Gifted program have an opportunity to participate in various Language Arts and Mathematics units offered during the school year by the school specialist.

The Advanced Learning Specialist also works with students as requested by the classroom teacher and supports teachers in designing and offering enriching opportunities in all classes.

HOMEWORK GUIDELINES

Research shows that homework does not provide any additional benefits to elementary-age children. Children need time to interact with their families, be active, and pursue activities based on their interests. Therefore, we are implementing a homework policy in which students should do the following every day:

- Read just-right books (or have your parents read to you)
- Get outside and play (weather permitting)
- Eat dinner with their family (and help out with setting and cleaning up)
- Get a good night's sleep.

ILLNESS AT SCHOOL AND HEALTH SERVICES

If a student becomes ill or injured at school, he/she will be taken to the office where a decision will be made as to what procedures need to be followed. If the child is too ill to remain at school, the parents will be notified and asked to come for the child. Students leaving early should be checked out by using the computer located in the front office. If we are unable to contact the parent(s), we will then call the person so designated in case of an emergency. This same procedure will be used if a child is injured. If a serious injury occurs, parents will be notified and students will be transported to the hospital emergency room. IT IS IMPORTANT TO KEEP THE SCHOOL INFORMED OF ANY CHANGE OF WORK/HOME PHONE, SITTER, OR

EMERGENCY CONTACT PERSON.

INSTRUCTIONAL TECHNOLOGY

Stone Spring has at least one computer in every classroom and two PC Computer Labs available to our students. These computers are all networked and have internet access. Teachers use the Labs each week to enrich all curriculum areas. Students work on academic skill practice software as well as word processing and simulations. Instruction is provided at all grade levels to help students integrate the Standards of Learning in the area of computers/technology. Other technology available include interactive whiteboards, projectors, and document cameras in each classroom, as well as iPads, iPods, personal response systems, and digital cameras.

INTERNET

Internet access is provided for students to complete academic activities as planned by the teacher. Students are supervised while using the Internet. In addition, there is a filter to block inappropriate web sites.

A notice on technology usage by students is included in the school division handbook. Parents are required to read this notice and return the form found in the handbook each school year if they do not want their child participating in various technologies.

LANGUAGE ARTS PROGRAM

The purpose of learning in the Language Arts program is to develop the ability to communicate effectively. Learning is a developmental process integrating reading, writing, listening, speaking, and thinking. Reading and writing are viewed as complementary and interrelated processes through which the specific skills of spelling, grammar and usage are taught. The material used to develop these areas is varied and includes child-made and teacher-made books, as well as commercially produced textbooks, leveled and decodable readers, and literature sets. The best examples of children's literature are used to provide good models for reading and writing.

We are fortunate to have a locally supported kindergarten through fifth grade remedial reading assistance program as well as a school wide Title I federally funded program which serves kindergarten through fifth grade. These programs are designed to improve the academic achievement and Language Arts development of students. These programs concentrate on needs determined by the student's previous experiences in reading and the individual student's assessment levels. The programs are designed to supplement the student's regular classroom instruction in reading.

In a Title I school wide 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).

LIBRARY SERVICES

The goal of the library staff is to promote the love of reading and lifelong learning. To meet this goal, a variety of programs are offered through the library including book fairs, book talks, and Rotary Readers. In addition, the library partners with community programs that support reading by promoting the Gus Bus, the Massanutten Regional Library, and local book stores.

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 or check out books or to engage in activities that promote literacy development.

We stress and encourage the care of books and returning them on time. We do not charge fines as a deterrent for a late book. However, a student will not be able to check out more materials if multiple books are overdue. When a book has not been returned in over four weeks or has been returned damaged beyond reasonable repair, we will ask the student to pay the replacement cost for that title.

Stone Spring also has a lending library located outside of the gym doors. Students are encouraged to take a book home to read and then return it when finished. Students may also donate books to the lending library.

LOST AND FOUND

Each year a considerable quantity of unclaimed clothing and articles accumulate in the lost and found department. After a period of time items which are not claimed are donated to local charity organizations. If your child has lost an item, please encourage them to check with the office immediately. If the lost item has been turned in, it will be gladly returned.

To assist us in doing a more efficient job in returning lost items, all articles such as books, purses, clothing, lunch boxes, etc. should be marked plainly with your child's name. This will be a great help to us in identifying and finding the proper owner.

MATHEMATICS PROGRAM

Math in Focus: the Singapore Approach is the adopted program for our school system. This program has a consistent emphasis on number sense, problem solving and model drawing with a focus on in-depth understanding of the essential Mathematics skills. The underlying principle is teaching mathematics concepts from concrete, through pictorial, to abstract strategies. The hallmark of this curriculum is the careful guidance of students, done in child-friendly, pictorial language, where students not only achieve technical mastery of concepts, but also a complete understanding of all of the “whys” involved in Mathematics learning. An individual Math folder is kept on each student that monitors their progress and their proficiency of skill objectives taught

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.

MONEY IN SCHOOL

Students should only bring money to school for breakfast, lunch, field trips, or the school store. The school will not be responsible for lost or stolen money and/or property not permitted at school. Large amounts of money should not be brought to school.

MUSIC EDUCATION

The Music program develops an understanding and appreciation of Music through the use of the voice, instruments, and/or rhythm. Students experience making Music, performing, listening, and reading Music. Various rhythm, Orff, and keyboarding instruments are also included in the Music experience, as well as the opportunity to participate in the division-sponsored strings program in grades 3-5. Students may also choose to participate in before school music groups such as Early Bird Chorus in grades 2-3 and Eagle Singers in grades 4-5.

PARTIES AND HOLIDAYS

Celebrations of individual and group accomplishments contribute to the development of positive self-esteem in everyone. Effort is made to balance celebrations such as birthdays within the school instructional day. Recognition is also provided for cultural celebrations, such as local, state, national, and international holidays. Such recognition is intended to promote student awareness and understanding of various cultures. At all times, we do not endorse, support, sanction, or promote any specific religion or cultural belief. We also work with families whose

beliefs do not allow students to participate in certain holiday/party events. Food sent in for school celebrations should be nutritious in nature, with the overall health of all students in mind, and follow the HCPS Wellness Policy.

PHYSICAL EDUCATION

A well-rounded program of rhythm, gymnastics, games and physical fitness characterizes our Physical Education program. It provides sequential developmental experiences based on the student's ability and adapted needs. Activities are designed to develop body fitness and attitudes of fairness and sportsmanship. To be excused from physical education, a student must provide a written note from his or her parents or doctor. Competitive sports of a varsity nature are prohibited in the elementary schools.

PLEDGE OF ALLEGIANCE

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.

RECOGNITION OF STUDENT ACHIEVEMENT

Students at Stone Spring Elementary are recognized and rewarded for good citizenship and for academic achievement at the classroom and school-wide levels. The school-wide plan includes the following recognition and reward programs for all students in keeping with our school system's and school's philosophy to create a positive learning environment.

Perfect Attendance: will be recognized at the end of the school year. Perfect attendance is only considered as no absences and no tardies or early dismissals.

A Honor Roll: students that receive all "As" on their report card during a nine weeks.

A/B Honor Roll: students that receive all "As" or "Bs" on their report card during a nine weeks.

Star Student: every week, each classroom teacher will recognize a student as their "Star Student" of the week.

Teachers will also recognize student achievement in a variety of areas at the end of each quarter.

RETURNED CHECKS

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

SCHOOL INSURANCE

School accident insurance is available by making application directly to the insurance company approved by the school board. This insurance covers injuries caused solely by accidents while the students are on the school grounds, on a field trip, or going to and from school. A 24-hour policy is also available. The school does not file claim forms. It is the parents' responsibility for completing and forwarding claim forms to the insurance company. School insurance forms are sent home at the beginning of each school year.

SCHOOL NUTRITION PROGRAM

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 \$1.80, Middle \$2.10, High \$2.25

Reduced Price – \$0.40 all levels

Adults – \$3.50

Breakfast prices are as follows:

Full price – \$1.00 middle and high, no cost for elementary students

Reduced Price – \$0.30 middle and high, no cost for elementary students

Adults – \$1.50

Breakfast is made available at no cost to all students at the elementary level, and is served at the start of the day in classrooms instead of in the cafeteria. Students are encouraged, but not required, to participate in classroom breakfast, so please discuss with your elementary student whether they will eat breakfast at home or at school.

A la carte prices are as follows:

Milk - \$0.50

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 aeary@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 of more than \$1.00. 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.

Security for this system relies in students not sharing their individual account number.

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. A representative from the school nutrition office will contact families when charges are higher than \$25. Home school liaisons will assist school nutrition staff in contacting families for whom English is not their primary language.

Full meals will always be provided to students regardless of amount owed. High school students may accrue no more than \$20.00 in charges. 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 \$14.00 in charges.

If a hardship has occurred, please submit an 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.

School nutrition funds may not be used to offset meal charges. To assist families on a case-by-case basis at the discretion of the Director of School Nutrition, the district will maintain a

hardship fund that is subsidized by donations from families and the public. The department will actively seek donations to maintain a healthy balance in this fund.

Notices will be sent to parents of graduating seniors who have a positive balance. Parents may request a refund of an account balance in writing or by email. Balances remaining on accounts of graduating seniors after June 30th will be transferred into a hardship fund.

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.

SCIENCE EDUCATION

Science is an ever-changing curriculum area. Through a "hands-on" approach, our Science program develops attitudes and values about the environment, develops skills to seek and evaluate information, and uses experimentation, discovery, and research with a variety of materials to strengthen basic concepts and processes.

SOCIAL STUDIES EDUCATION

The Social Studies program is based on prepared units assigned to each grade level kindergarten through fifth grade. The curriculum promotes student awareness and knowledge of community as well as strengthening student knowledge of our state's and nation's history and geography. The students are also taught responsible citizenship.

SPANISH EDUCATION

An elementary Spanish program is also offered weekly to students in grade K-5. The Spanish program's goals are for students who don't already speak Spanish to develop communicative proficiency, and for students who already speak Spanish to enhance their literacy skills. Lessons are content-enriched as students use their new language skills to reinforce and expand upon what they are learning in their grade level classrooms.

STUDENT PROGRESS REPORTS

Parents will receive reports on their child's progress at the end of each reporting period. Kindergarten through fifth grade students will receive report cards each nine weeks. Report cards are issued one week following the end of the reporting period. Interim reports will be issued at the end of 4 ½ weeks to all students.)

Parents are urged to examine the report carefully and indicate by their signature on the envelope that the report has been examined. The signature is not an indication of satisfaction, but informs the school that the parent has examined the report. The envelope should be returned to the school. Please schedule conferences with any teacher where you have concerns about your child.

SPECIAL EDUCATION PROGRAMS

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.

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, you must contact the school office within two days after school starts or within two days of their enrollment date.

TOBACCO/DRUG/ALCOHOL/WEAPON FREE SCHOOL ZONE

Stone Spring Elementary School has been designated as an Alcohol and Drug Free School Zone and a Weapon Free School Zone. Persons in possession of alcohol, drugs, or weapons 1000 feet or closer to the building are subject to stiff jail terms and/or fines if convicted.

All Harrisonburg City Public Schools have also been designated as "Tobacco Free Zones". The possession or use of any tobacco product by students on school grounds or the use of tobacco products by anyone on school grounds is prohibited.

VISITOR POLICY

All visitors must report to the front office and sign in as soon as they arrive on school grounds. Visitors will be issued a visitor pass or other appropriate pass depending on the nature of the school visit. School staff has been instructed to send any unauthorized visitors back to the office. Please assist us when visiting our school by maintaining a safe environment for our students.

VOLUNTEER PROGRAM

Volunteers are an integral part of the school program. We encourage mothers, fathers, grandparents, and other community members to assist us in providing supplemental and enriching activities. We also encourage volunteers to provide supportive services to our teachers. Persons interested in volunteering should contact their child's teacher or the school office.