

Lincoln Elementary School



“Where Everybody IS Somebody”

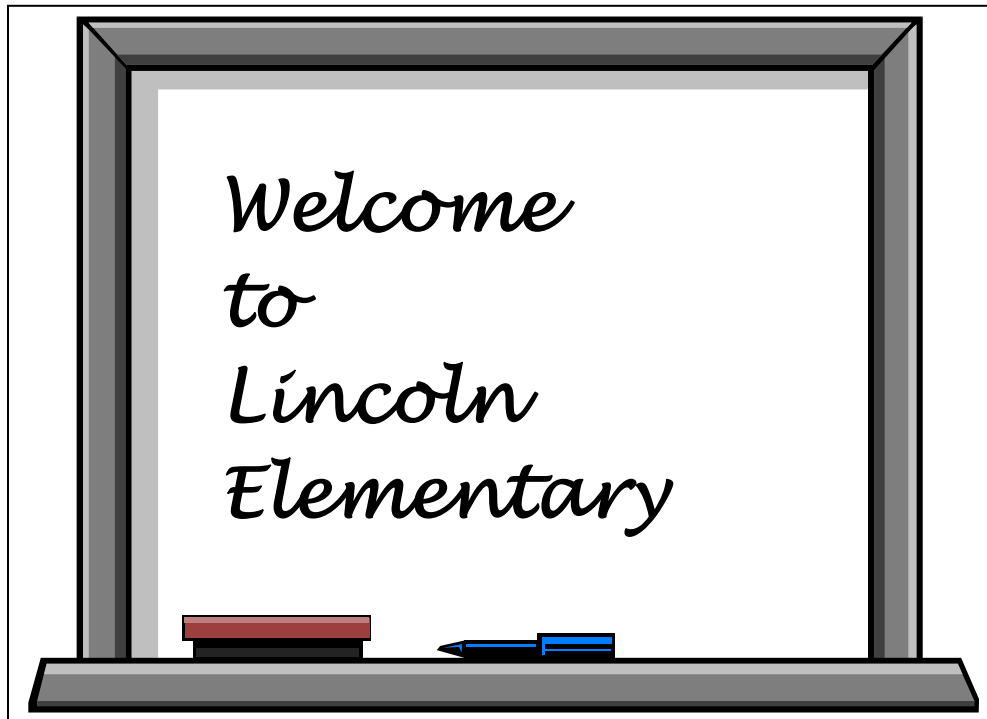
Aberdeen School District 6-1

Parent & Student Handbook 2009-2010

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Students, we are pleased you are part of the Lincoln Elementary School community. Our staff is committed to building on our ideal that at Lincoln, “Everybody IS Somebody.” This handbook is designed to give you a better understanding of our school. The time you spend at Lincoln is important. Join us as we work together in the improvement of our school by developing self-discipline, making good choices, respecting others, and accepting responsibility for our own actions. Each of us looks forward to working with you during your years at our school.

Parents, we encourage you to visit and see the many aspects of excellence our students experience.

ABERDEEN SCHOOL DISTRICT'S MISSION STATEMENT:

“Empowering ALL Students to Succeed in a Changing World”

SCHOOL MOTTO:

Lincoln School – “Where Everybody IS Somebody”

SCHOOL SONG:

(to the tune of “Grand Old Flag”)

You're a grand old school;
 you're a high ranking school.
You're the best in South Dakota,
 we all say, LINCOLN SCHOOL!
Where the kids are smart;
 and do their part;
We're loyal to you every day.
Every heart beats true
 for our own colors, too.
You're the best school in every way.
Should auld acquaintance be forgot,
 but *our* school is here to stay!
LINCOLN SCHOOL!



DAILY SCHOOL SCHEDULE

7:30	Breakfast Starts	
7:45	Supervision for all Students in Gym	
8:00	Students Report to Classrooms	
8:05	Tardy Bell	
9:40-9:55	Recess Grades K-1	Frontier Park
9:40-9:55	Recess Grades 2-3	Large Playground
10:00-10:15	Recess Grades 4-5	Large Playground
11:10-11:35	Lunch Grades K-2-4	
11:15-11:35	Recess Grades 1-3-5	Large Playground
11:35-12:00	Lunch Grades 1-3-5	
11:35-12:00	Recess Grades K-2-4	K...Frontier Park 2-4...Large Playground
1:30-1:45	Recess Grades K-1	Frontier Park
1:30-1:45	Recess Grades 2-3	Large Playground
1:45-2:00	Recess Grades 4-5	Large Playground
2:55	Announcements	
3:00	Dismissal	

Teacher's workday is 7:45-3:30



SPECIAL SERVICES:

In an effort to meet the needs of all children, the following support services are available:

- 1) Special Education
- 2) Life Skills (Enrich) Programs
- 3) Family Services
- 4) Schoolwide Title I
- 5) Language Therapy
- 6) Counseling Services
- 7) Family Service Coordinator
- 8) Health Services
- 9) Gifted Education
- 10) Occupational Therapy
- 11) Physical Therapy
- 12) Orchestra for grades 4 and 5

Should you feel your child would benefit from or be in need of any of the services noted, please discuss this with your child's classroom teacher.

NON-DISCRIMINATION POLICY

It is the policy of the Aberdeen School District 6-1 to not discriminate on the basis of gender, race, national origin, religion, age, marital status, or disability in its educational programs, activities, or employment policies as required by Title VI and VII of 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

LINCOLN SCHOOL IMPROVEMENT PLAN GOALS:

Lincoln Elementary is a Schoolwide Title I School. The school improvement goals are in the following two areas:

- 1) Total Reading
- 2) Total Math

The specifics of these goals and the parent involvement policy are attached. The entire school improvement plan may be found on the Aberdeen School District 6-1 website (sequence: Schools, Lincoln, School Improvement Plan) at www.aberdeen.k12.sd.us

Enhanced emphasis will be placed on these two areas of the curriculum in an effort to produce growth and to raise the level of academic achievement in all students at Lincoln Elementary. **As parents, you are your child's first teacher. (Your role as a member of your child's teaching team is critical to his/her academic and social learning.)**

The No Child Left Behind Act of 2001 (NCLB) requires that all teachers are highly qualified for their teaching assignments. If you would like information regarding the professional qualifications of your child's teacher, please contact the school Principal.

LINCOLN ELEMENTARY SCHOOL IMPROVEMENT PLAN

GOAL ONE AND OBJECTIVES

Goal 1: K-5 Lincoln students will improve in the area of Total Reading.

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Objective 1: 80% of Kindergarten students will be at or above DRA2 targeted levels (3 – B/C) by spring of the current school year.

Objective 2: 80% of first grade students will be at or above DRA2 targeted levels (16 – I) by spring of the current school year.

Objective 3: 80% of second grade students will be at or above DRA2 targeted levels (28 – M) by spring of the current school year.

Objective 4: 85% of third, fourth, and fifth grade students will be proficient or advanced in Reading on DakotaSTEP by spring of the current school year.

Intervention Strategies:

- All-day, every-day kindergarten
- After school tutoring for grade 4 and 5 students making inadequate progress
- Extended school day tutoring program for grades 1-3
- Title I pullout individual/small group assistance for students in need
- SAT (Student Assistance Team)
- Reading Programs in the Library
- Assistance by EAs and Reading Tutors
- Consistent teaching to SD Reading and Writing Content Standards
- Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally in January
- Parent Orientation (1st day of school)
- Parent-Teacher Conferences (fall and spring)
- Parent University (fall and spring)
- Read at Home parent connection (1-5)
- Grade level SD Reading Content Standards available to parents
- Reading Connection newsletter – Beginning Editions (K-3) and Intermediate (grades 4-5)

Assessments:

- Title I Needs Assessment (K-4) completed in the spring
- Emergent Literacy Survey (grade 1)
- DakotaSTEP scores, spring
- STAR Reading and STAR Early Literacy (as appropriate per grade level)
- DRA2 levels reported for grades 1-3 in the fall and spring (K-spring only)
- Teacher Observation, ongoing and reviewed daily

LINCOLN ELEMENTARY SCHOOL IMPROVEMENT PLAN

GOAL TWO AND OBJECTIVES

Goal 2: K-5 Lincoln students will improve in the area of Total Math.

Objective 1: 80% of Kindergarten students will score 90% or higher in demonstrating number knowledge on their report cards (designated areas) by spring of the current school year.

Objective 2: 90% of first and second grade students will score an average of 85% or higher on Expressions unit tests by spring of the current school year.


Objective 3: 75% of third, fourth, and fifth grade students will score proficient or advanced in Total Math on the DakotaSTEP by spring of the current school year.

Intervention Strategies:

- All-day, every-day kindergarten
- After school tutoring for grade 4 and 5 students making inadequate progress
- Extended school day tutoring program for grades 1-3
- SAT (Student Assistance Team)
- Math Expressions (K-5) including common math vocabulary
- Consistent teaching to SD Math Content Standards
- Individual student data study (collaboration SPED/Classroom/Title Teachers) on-going and formally in January
- Parent Orientation (1st day of school)
- Parent-Teacher Conferences (fall and spring)
- Parent University (fall and spring)
- Math Facts parent connection (1-4)
- Grade level SD Math Content Standards available to parents

Assessments:

- Kindergarten report card
- Math Expressions Unit Tests (grades 1-2)
- DakotaSTEP scores, spring
- STAR Math (as appropriate per grade level up to three times per year)
- Teacher Observation, ongoing and reviewed daily

	ABERDEEN SCHOOL DISTRICT	NEPN Code: AABA
	POLICIES AND REGULATIONS	

PARENT INVOLVEMENT IN TITLE I

The Aberdeen School District is dedicated to providing opportunities for the home and school to work closely together to strengthen the educational process. To ensure that parents of Title I students have the opportunity to share and receive communication regarding their child and the program, and be actively involved in enhancing and supporting learning, the Aberdeen School District will conduct the following activities:

1. The school district will hold an annual public meeting, in the fall of the year, which all parents of eligible students will be invited. The purpose of the meeting is to explain the program and activities, and to receive parent suggestions in the planning, development, and operation of the program. The Title I Coordinator will plan and conduct this annual meeting.
2. The District will appoint a parent advisory committee consisting of Title I staff, administrators, and parents, for the purpose of reviewing policies, practices, and programs and giving feedback to the school.
3. Each Title I school will hold at least one additional meeting each year with parents to provide inservice on curriculum and learning activities. Title I staff members of each building will be responsible for scheduling the meeting and notifying parents of eligible students of the meeting. During this meeting, parents and staff will determine activities and training necessary to meet the parent's needs and the use of the 1% set aside money.
4. The District will provide materials and training to help parents work with their children to improve academic achievement by providing read at home activities, family literacy nights, and suggested websites.
5. The District will provide full opportunities for participation in Title I programs to parents and students with Limited English Proficiency, students with disabilities and migrant families. The District will ensure any information will be provided in an understandable format.
6. The District will inform parents of children in the Title I programs of the Parent Resource Network and how to access information and training provided by this agency.
7. Child progress reports will be prepared and shared with parents of Title I students at the end of each grading period. In addition, Title I personnel will participate in the District parent/teacher conferences, held in the fall and spring.
8. At the beginning of each school year, parents of Title I students will be notified of their child's participation, and will be provided a copy of this Parent Involvement Policy, and notification of their right to information regarding the qualifications of their child's classroom teachers.
9. Annually, in the spring of the year, parents of Title I students will be asked to complete a questionnaire on parental involvement and the planning, review, and improvements of programs under Title I. Based on the responses from the questionnaire, the Title I Advisory Board will make improvements to the policy or the Title I program as needed.

10. The District will submit any parent comments about the LEA Title I plan, if found unsatisfactory, to the Department of Education when the plan is submitted.

11. At the time a student is enrolled in Title I, a school/student/parent compact will be signed to indicate the commitment of each party to the learning process.

12. The Aberdeen School District will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies with the local Head Start program.

ADOPTED: June 23, 2008

SECTION 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

- 1) Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working;
- 2) Has a record of such an impairment; or
- 3) Is regarded as having such impairment.

Aberdeen Public Schools acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding students and personnel. No discrimination against any person with a disability shall knowingly be permitted in programs or practices in the school district.

Under Section 504, the school district has the responsibility to provide notice to parents, to identify, to evaluate, and if determined to be eligible under Section 504, to provide access to appropriate educational services.

If the parent or person in parental relationship disagrees with the determination made by the professional staff of the school district, he/she has a right to file a grievance or request a due process hearing with an impartial hearing office.

CONFIDENTIALITY OF STUDENT RECORDS

The Aberdeen School District has developed and implemented policies and procedures on the confidentiality of information consistent with the Family Education Rights and Privacy Act.

The parent/guardians of a child who is now, or was, enrolled in the Aberdeen Public Schools shall be afforded, in accordance with the policy, an opportunity to inspect and review all education records concerning that child.

Confidentiality procedures are assurances that personally identifiable data shall be used for the purpose for which it is collected and be released only in the manner provided by the law.

Parents have the rights to:

- 1) Review and inspect records.
- 2) A listing of types and location of records.
- 3) Request an explanation of or an amendment to the records and a hearing regarding all records affecting your child, should there be a disagreement as to any part of the contents of such file.

Any other information relative to records or procedures in handling of records can be secured from the Principal or Superintendent.



SCHOOL MEDICATION POLICY

1. Medication brought to school must be in a pharmacy-labeled container.
2. ALL medication must be kept in the office, including cough drops.
3. Only certified school personnel will administer any medication.

ATTENDANCE, TARDINESS

Regular and punctual attendance by all students is of **utmost importance**. We need your child to arrive at school on time, and be absent only when absolutely necessary. Please telephone the school office, (725-7200) prior to 9:00 a.m., to notify us when a student will be absent. You can always leave a message on the school voice mail if you are calling before or after school hours. The Aberdeen District Office *does send out notices* to parent/guardians after a child is absent for more than 6 days.

If it is necessary for your child to stay in from recess, or if there are any special instructions for other classes such as P.E., music, etc., a note from a doctor is expected each day.

MONEY AND VALUABLES

We strongly discourage students from bringing money and valuables to school. The school does not assume responsibility for items that may be lost, stolen, broken, or damaged. It has proven safer to put money sent to school, inside an envelope with your child's name and his/her teacher's name on the outside. Please indicate what the money is for. (example – lunch, book order, etc.)



DISCIPLINE PLAN POLICY

A schoolwide discipline plan is included in this booklet on pages 13, 14, 15, and 16. Another copy will be sent home with all students for parent review after it has been discussed in your child's classroom. We expect each child and parent to sign the cover sheet, acknowledging and supporting the plan as outlined. Our ultimate goal is to help every child develop self-control, character, and provide a respectful and positive learning environment.

LINCOLN SCHOOL DISCIPLINE PLAN

Lincoln School staff strives to create an atmosphere in which students will **feel safe, are able to learn, and share a respect for other students and staff.** The two guiding principles of our Discipline Plan are Respect and Responsibility. Our Lincoln School Discipline Plan involves proactive measures, consequences for behavior, and positive reinforcement of respectful behavior. Our Student Assistance Team (SAT) is an integral part of our work with student behaviors. Teachers may bring a student's name to SAT in an effort to collaborate with colleagues on the best strategies to try when helping a child who is struggling in the area(s) of Respect and Responsibility. The team may offer suggestions or aid in the development of individual behavior plans with students.

Along with modeling respect and responsibility throughout our school, and programs such as Bully Proofing and Conflict Managers, Lincoln staff will work proactively with students using the Boys Town Social Skills framework. The eight basic skills include:

- 1) following instructions
- 2) accepting criticism or a consequence
- 3) accepting "no" for an answer
- 4) greeting others
- 5) getting the teacher's attention
- 6) making a request
- 7) disagreeing appropriately
- 8) giving a criticism

Students and staff at Lincoln School will:

General Expectations:

- be polite and respectful
- take responsibility for their own learning and behaviors
- act with safety and common sense
- manage conflict appropriately
- work to do their best

General School Rules:

- enter the building quietly
- walk while passing from one area/class to another, hands & feet to self
- no inappropriate gestures, language, name-calling, touching
- no pushing, shoving, hitting, tripping, kicking, spitting
- no pop, gum, seeds, candy, snacks, without special permission
- receive permission, in advance, to use others' property/materials
- wear no hats, caps, bandanas in class, gym, P.E., or lunchroom

Bus Rules:

- walk to the gym and sit quietly in the bus line
- wait to be called for dismissal to bus
- walk to bus, standing back from the curb
- always obey the bus driver commands and bus rules

Lunchroom Rules:

- use indoor voices and sit at assigned tables
- use good table manners and clean up after yourself
- quiet voices/noise level when the signal is given to do so
- raise hand when assistance is needed
- receive permission to leave the table for dismissal, bathroom, etc.
- not run in the lunchroom

Playground Rules:

- playground use/recess time is a privilege, not a right
- acknowledge, listen to, and do as asked by supervisor on duty (The 1st time you are asked and without argument.)
- students are not to remain on the playground following school dismissal at 3:00 p.m.
- observe playground locations:
 - A. Lower pod: north lawn is off-limits, streets surrounding Frontier Park are off-limits
 - B. No playing in skating or hockey rink areas
 - C. Southeast lawn and parking lot areas are off-limits without special permission or supervision arrangement
 - use all playground equipment properly
 - do not kick or bounce balls against building or up on the roof
 - do not play games which use, or lead to: hitting, tripping, tackling, kicking, excessive rough play
 - park bikes by bike rack: walk bikes to and from the playground (not to be ridden during school hours, should be locked)
 - do not throw objects such as snowballs, rocks, etc.
 - receive permission from a staff member, or supervisor, to leave the playground area to retrieve any ball, object, etc.
 - do not leave the playground

LINCOLN SCHOOL DISCIPLINE PLAN—CONSEQUENCES

Our Lincoln Discipline Plan regarding consequences for behavior fits under the umbrella of our district plan which is attached. It is progressive in nature with consequences increasing with consecutive offenses and consequences based upon the severity of the offense. When the offense warrants involving the Principal a “**Discipline Communicator**” slip may be issued to the student. *If a discipline slip is sent home:*

- the parents will also be contacted by phone to further clarify what has occurred,
- the white copy of the Discipline Communicator will go to the student to take home and return to the school with a parent signature the next day,
- the yellow copy will be kept by the Principal, and
- the pink copy will be given to the teacher.

Based upon the offense, the student may be asked to fill out a behavior log detailing the series of events involved in the offense and how such circumstances may be dealt with differently the next time. The school counselor and social worker may be called in for support.

Consequences for inappropriate behavior may progress from those issued inside the classroom by individual teachers or staff to use of the “Discipline Communicator.” For most inappropriate behavior, (minor offenses) consequences begin with one recess missed or a logical consequence for the infraction up through after school detention. For major offenses such as stealing, abusive or offensive language or gestures, hurting another on purpose, defacing school property, continuation of minor offense or out of control defiance, *consequences could be any of the following:*

- three recesses missed,
- after-school detention,
- in-school suspension,
- out-of-school suspension,
- requiring a parent to come to get the child to remove him/her temporarily from school setting,
- referral to appropriate agencies for counseling or individual programs for assistance, **OR**
- **a combination of any of the above.**

Each incident is treated as an individual case with the child’s age, particulars leading up to and involved in the incident, and prior incidents as variables. All of these factors taken together **following our District K-5 Progressive Discipline Plan** will determine the particular consequences given.

Detention will be held nightly (Monday – Thursday) from 3:00 p.m. to 4:00 p.m. Detention will be located in the supervisor’s classroom. Lincoln staff will supervise detention by rotating the duty. Students will bring homework with them to the detention room and are to be picked up by parents when detention has been served (at 4:00 p.m.) Students may be picked up at the front of the school near the office.

This entire file may be found (sequence: Policies, Students, JK [K-5]) at www.aberdeen.k12.sd.us

K-5 PROGRESSIVE DISCIPLINE PLAN

INAPPROPRIATE BEHAVIORS	CONSEQUENCES			
OFFENSE	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	HABITUAL DISOBEDIENCE
CLASS ONE (per quarter)				
1. Breaking building rules 2. Playground violation 3. Physical aggression 4. Inappropriate dress 5. Bullying	Warning or Infraction slip, parent contact, consequence	Infraction slip, student-written incident report, parent contact, consequence	Infraction slip, detention, parent contact	Referral to SAT, parent conference, behavior plan
CLASS TWO (per semester)				
1. Insubordination/ disobedience 2. Inappropriate technology use 3. Disrespectful/obscene language or actions 4. Deliberate physical aggression 5. Minor vandalism/major vandalism	Infraction slip, student-written incident report, parent contact, consequence, restitution of value	ISS/detention (1-3 days), student conference, parent conference, referral to counselor, referral to SAT, restitution of value	ISS/detention or OSS (1-3 days), referral to SAT, parent conference, behavior plan, referral to counselor, restitution of value	Parent conference, placement in district detention room (gr. 4-5), revise behavior plan
CLASS THREE (per year)				
1. Violence 2. Assault (physical or verbal) 3. Intimidation 4. Tobacco 5. Theft 6. Physical injury 7. Destruction of property 8. Harassment/hazing 9. Retaliation 10. Major vandalism	Parent conference with police referral when appropriate, ISS or OSS (1-3 days), referral to counselor and/or appropriate agency, restitution of value, referral to SAT, student plan will be written	Parent conference with police referral when appropriate, ISS or OSS (1-5 days), referral to counselor and/or appropriate agency, restitution of value, referral to SAT, student plan will be written	Parent conference with police referral when appropriate, ISS or OSS (1-10 days), referral to counselor and/or appropriate agency, restitution of value, referral to SAT, student plan will be written	Long-term suspension, expulsion, legal action, referral to special needs team for emotional/ behavioral assessment
CLASS FOUR (per year)				
Possession/ use of drugs/alcohol	OSS (10 days), parent conference, SAT referral, counselor referral, police referral. Suspension may be reduced to 5 days if student and parent(s) participate in drug/evaluation/ counseling	Long-term suspension, police referral, parent and student must attend drug/alcohol evaluation and counseling before student may return to school	OSS (10 days) and recommendation for expulsion	
CLASS FIVE (per year)				
1. Sale/distribution of controlled substances 2. Weapons 3. Bomb threat 4. Arson 5. Endangering or threatening the life of others 6. False fire alarm	Long-term suspension, expulsion, parental conference, referral to authorities, completion of support group sessions, mandatory 12-month expulsion for firearm possession		<p style="text-align: center;">****</p> <p>Consequences listed are minimums. The building administrator has the latitude to enforce other reasonable disciplinary action found to be warranted by the situation.</p>	

WINTER WEATHER GUIDELINES

To give consistency and clear directions to ALL supervisors in the school, and simplify what we do at recess, the following rules will be implemented:

Snow pants and boots are required to crawl around in the snow. (You have FULL SNOW PRIVILEGES.)

Students only wearing boots can play anywhere on the blacktop, but should not crawl around in the snow. (You have PARTIAL SNOW PRIVILEGES.)

Students only wearing shoes will need to stay on the cleared-off areas of the blacktop. (You have FRESH AIR PRIVILEGES.)

- No throwing or kicking snow
- No sliding on the ice
- No playing on snow hills
- Students may borrow hats and mittens no more than twice from Connie. (Connie will contact the parents after this.) Parents must ask Connie for boots, snow pants, etc. These items will not be freely given out to children.

We will go out for all recesses unless the wind chill or actual temperature is -10° or below. In such circumstances, we will be indoors for recess.

All students will go out for recess unless a doctor's note is brought to their teacher.

WEATHER CLOSING

In case of an emergency, such as a blizzard, it may be necessary to close school or alter school hours. When this happens, announcements will be made over local radio stations; and the television stations KSFY, KDLO, and on the local educational television channel 7. We will also activate our **SchoolReach Instant Parent Contact System**. All bus students will ride the bus home, unless a parent/guardian calls to make other arrangements. It will be very important that we have an emergency number to call in case a parent/guardian cannot be reached.



TELEPHONE / ADDRESS CHANGES

Please notify the school immediately at 725-7200 if there is a change in your address, telephone number, babysitter or person to contact in an emergency. This information is VERY important in case your child becomes sick or injured.

SPECIAL EMERGENCY

In the event that we would need to evacuate the school, we would relocate to the Aberdeen City Shop (one block north of the school) or the Salvation Army (south of the school.)

ENROLLMENT / IMMUNIZATION REQUIREMENTS

South Dakota law requires any student entering school in this state to submit a certified copy of his/her birth certificate, a complete immunization record that has been verified by a health official, and a social security card.

PARENT – TEACHER COMMUNICATION

Parents are urged to contact the school whenever the need arises. Teachers may be contacted by note or telephone. If you call during the school day, the office will transfer you to the teacher's voice mail. If you wish to have a conference with your child's teacher, please call and make an appointment because teachers' schedules do not allow for drop-in conferences. Parent/Teacher conferences are scheduled twice a year (once each semester) for all students. Your attendance at these conferences is **very** important.

SCHOOL VISITATION

We encourage and welcome you to visit Lincoln at any time. We feel that our best "advertisement" is your visit. Parents, as with all visitors, are asked to report to the office upon arriving to sign-in and pick-up a visitor's identification badge.

SCHOOL DRESS

As children prepare for school, it is important they come dressed in clothes conducive to learning. In the interest of social growth, students should maintain a neat and clean appearance. Any printing or sayings on your child's clothing should be appropriate. Alcohol, tobacco ads, gory pictures, or inappropriately stated messages for the school setting will not be allowed.

Parents should see that students are properly dressed for the weather. We recommend boots, caps, gloves/mittens, warm winter coats and snow pants during the winter season.

Most importantly, we ask that students dress in a manner that does not endanger the safety of themselves or others.



MARKING STUDENT ITEMS

Many students wear or bring similar items of clothing, school supplies, etc. to school. With this in mind, please clearly mark and identify all items brought to school. If a marked item is turned in to our "lost and found" department, we can return it to its owner.

PTA

Lincoln has an active Parent Teacher Association (PTA), working with community, parents, staff and children to make your child's education a more shared and cooperative experience. The Lincoln Elementary PTA extends an open invitation to any and all parents who would like to attend the monthly meetings. Meeting dates and times will be announced in the Lincoln School Newsletter and/or through fliers sent home with your child. Our school definitely benefits from the efforts of a great PTA team!

PARTIES / INVITATIONS

We ask that no party invitations be sent to school with your child unless all classmates are invited. We appreciate your cooperation in this matter.

MORNING DROP-OFF

Please remember **not** to drop students off in the morning in our parking lot. The parking lot is for special needs student drop-off and for staff parking. Thank you.

BIKE SAFETY

Upon the recommendation of the Aberdeen Police Department and in accordance with school policy, students who are 8 years or older will be allowed to ride their bikes to school. Bikes **must** be locked up to the bike racks during the school day. Please discuss bike safety with your child before allowing him/her to ride a bike to and from school.



Bicyclists must follow the guidelines of not riding their bikes on the school grounds during the school day, or the privilege will be taken away.

HARASSMENT

Because sexual harassment is a form of sexual discrimination and compromises the attainment of education and work excellence, the Aberdeen School District 6-1, strictly prohibits sexual harassment of the same or opposite sex and may be cause for disciplinary action up to and including expulsion for students and termination for employees.

This policy applies to employees and students attending any event upon district property, and at any event location when the behavior involves district employees or students.

BREAKFAST AND LUNCH

The breakfast program is served from 7:30 a.m. to 7:50 a.m. Students must have money in their accounts or have the money to purchase their meal during this time.

If you would like to eat lunch with your child, you are welcome to do so. Please contact the school by 9:00 a.m., so we may include you in our lunch count for the day.



Students may bring their own lunch, with milk available for purchase. Pop or glass containers are **NOT** allowed.

Students may leave the school grounds to eat lunch if they have a signed note from their parent/guardian, given to the teacher, and approved by the Principal.

TEN BASIC NEEDS OF CHILDREN

Acceptance: Every child needs to feel his parents like him all the time, not only when he acts according to the parents' idea or way that a child 'should' act. The child needs to know that his parents will accept him, even when they don't approve of what he has done.

Control: Every child needs to know there is a limit to what she is permitted to do and that her parent will hold her to those limits. She must be taught self-control as to avoid hurting herself and others when she feels jealous or angry.

Values: Every child needs a set of moral standards to live by, a belief in human values, in kindness, courage, honesty, generosity and justice.

Guidance: Every child needs to have friendly help in learning how to behave toward people, animals, and things. Adults should show, by example, how to get along with others.

Independence: Every child needs to know his parents have confidence in him and will help him develop his ability to do good things for himself and others.

Love: Every child needs to know her parents love her, want her, and enjoy her; that she matters to someone, and that there are people around her who care what happens to her.

Praise: Every child needs approval. Children, like adults, need a pat on the back for something good they have accomplished. It is a small thing, but important to a child.

Protection: Every child needs to know his parents want him safe from harm; that they will help him when he faces a strange or frightening situation.

Recognition: Every child needs to be recognized for what she is, inside and outside the home. Consider her in planning a new home, buying furniture, a new car, or going on a vacation.

Security: Every child needs to know his home is a place of safety; that his parents will be on hand in time of need, that he does belong, and is an important member of the family.

TO HELP YOUR CHILD SUCCEED DURING HIS/HER YEARS AT LINCOLN ELEMENTARY:

1. Get involved with your child's school. Take an active part in your PTA. Volunteer to help whenever possible in school activities. Communicate frequently with your child's teacher regarding your child's progress.
2. Build up your child's self-esteem. Find out what your child does in school each day. Ask your child about his/her day. Praise liberally and hug your child often.
3. Start the homework habit early in life. Designate a specific place and time for this activity daily. Good habits last a lifetime. **READ, READ, READ** with your child!

