



# Abraham Lincoln Traditional School

## 2016-2017 Parent/Student Handbook

### "Education is our Destination"

602-896-6300 Office

602-896-6311 Attendance

602-896-6310 Health Office

K-2 8:15 a.m.-2:35 p.m. / 3-8 8:15 a.m.-3:15 p.m.

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# **HISTORY OF ABRAHAM LINCOLN TRADITIONAL SCHOOL**

Abraham Lincoln Traditional School (ALTS) is in its 18<sup>th</sup> year of operation. The school serves not only students within the boundaries of the Washington Elementary School District but, under the Open Enrollment Law, serves a diverse population of students from the Phoenix metropolitan area.

In February of 1995, the administration of the Washington Elementary School District and members of the Governing Board began to formulate an action plan to open a back-to-basics traditional school. This was the result of an effort that began more than 12 years earlier by groups of concerned parents who desired to have their children acquire an education with an emphasis on basic skills and knowledge. These parents also recognized the need for a traditional school environment in which students, faculty and staff display respect for both students and adults.

On June 8, 1995, the Washington Elementary School District Governing Board approved the opening of a traditional school, which is now Abraham Lincoln Traditional School.

The school opened with 158 students for the 1995-1996 school years as a K-5 school, sharing the Tumbleweed campus and administrative staff. With enrollment increasing, a principal and staff were hired in September of 1996. By the fall of 1997 the school had its own campus, had refined the academic program, and had defined the traditional philosophy.

Today, parents of Abraham Lincoln Traditional School students have experienced the satisfaction of realizing the fulfillment of an immense vision. This school provides a learning environment for their children that:

- stresses high academic standards and student achievement;
- is free of programs that are unrelated to academic subjects; and
- Develops traditional values like honesty, integrity and patriotism for their country.

## **TELEPHONE NUMBERS**

Office ..... 602-896-6300  
Attendance ..... 602-896-6311  
Health Office.....602-896-6310  
Extended Day Care ..... 602-896-6315  
District Office ..... 602-347-2600

## **PRINCIPAL'S LETTER**

Abraham Lincoln Traditional School is a Top Performing school that offers a comfortable learning environment for children, while maintaining high academic and behavioral standards. We are proud of our Saxon math, Spalding, Shurley English and our District's reading programs.

Abraham Lincoln Traditional continues to focus on our four cornerstones; basic skills curriculum, parental involvement, enforced discipline and dress code. These four components are essential to the continuing success of our school, and we appreciate your adherence to these established traditions. Abraham Lincoln Traditional also embraces the District's initiatives that focus on math strategies, best first instruction and student engagement.

Our decision-making process is unique in that we have an Executive Board, Leadership Team and Site Council. Decisions are a collaborative process among all councils and the principal.

Please join me in another successful school year.

Tara Mayole, M.A. Ed

## **MISSION STATEMENT/ PHILOSOPHY**

### **Mission Statement**

The mission of the Abraham Lincoln Traditional School is to guide and challenge learning for all students through a learning environment that stresses basic traditional skills and values.

### **School Philosophy**

To uphold its standards of excellence, the school's philosophy centers on the four cornerstones: parent involvement, dress code, discipline policy and basic skills curriculum. These cornerstones are used as a standard framework for all policies and decisions made at the school. The four cornerstones are indispensable parts of the philosophy of the school.

Parent involvement is important to the success of a child's education and to the success of the school. Therefore, it is expected that each family commit to a minimum of three hours of volunteer service each month. Parents are encouraged to participate in the Site Council, Executive Board and the Guild. The dress code is a valuable component of our high expectations. A standard of dress is instituted to establish an atmosphere conducive to learning, whereby children are more likely to focus on academics than on recreation. The dress code is also intended to instill a sense of pride in each student, resulting in a positive sense of self and removing any pressure to wear the latest fashions.

The discipline policy is designed to support the concept that each child is entitled to a classroom free of distraction. To ensure understanding and compliance, students and parents are given a copy of the discipline policy prior to enrollment. It is expected that parents support the faculty and staff in enforcing the system of discipline as set forth by the school's code.

The basic skills curriculum consists of direct instruction in reading; phonics; arithmetic, with an emphasis on drill and practice; grammar; history; geography; and science in a self-contained setting (see Educational Program). Homework is mandatory (see Homework Policy). There is daily written communication between the teacher and the home to ensure that the student completes required assignments.

In summary, the objectives of our traditional school philosophy, which emphasizes basic skills and values, are to:

- Train the intellect.
- Provide a knowledge-based, concrete, sequential curriculum.
- Teach academic skills as well as skills to become decision makers and problem solvers.
- Instill a sense of pride in and respect for self, others and country.
- Prepare students for the world outside by challenging them to achieve high academic standards in the classroom.
- Develop an atmosphere of respect for all students regardless of physical appearance and culture.

## DECISION-MAKING STRUCTURE

Abraham Lincoln Traditional School has a unique structure for making decisions. We recognize that the goal is to make decisions in the best interest of our children. Better decisions are made when the unique perspectives of parents, staff, teachers and students are considered. To accomplish this important task, all parties have formal avenues for “crystallizing” their individual perspectives. All parents are encouraged to attend any of the council meetings that make up our decision-making structure.

In accordance with ARS 15-351, Abraham Lincoln Traditional School has a Site Council, Executive Board and Leadership Team that work in collaboration with the principal. The diagram below shows the decision-making structure:

### Site Council

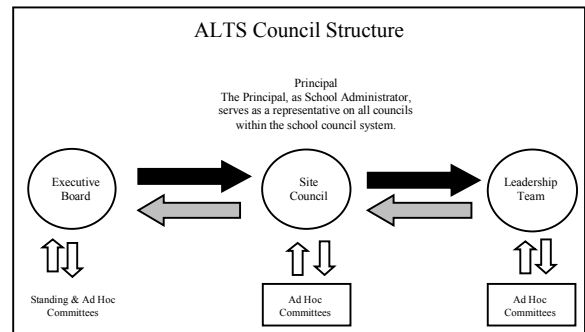
The Site Council is a round-table consensus group that focuses on school improvement, staffing and budgeting issues in a collaborative decision-making process. The Site Council is scheduled to meet the third Monday of each month, when possible. Parents are encouraged to attend all monthly meetings.

The Site Council consists of five elected teachers from the Leadership Team, five elected parents from the Executive Board, one elected community member, one elected classified employee, and the principal. All meetings are posted in accordance with the Open Meeting Law, ARS 28-431.01 and its bylaws. The Executive Board and Leadership Team can make recommendations to the Site Council. The Site Council considers all recommendations by consensus. All recommendations will be processed by the Executive Board and the Leadership Team before consideration by the Site Council. If consensus cannot be reached, the principal makes the final decision.

## Executive Board

The Executive Board is a 10-member executive board representing all parents at Abraham Lincoln Traditional School. The Board consists of the four officers of the Guild plus six members elected by the parent body at the annual Guild meeting in May. The term of an elected Board member is two years, with half the council being elected each year. The Board reviews recommendations from the various Board and Guild committees, makes revisions where necessary, and forwards recommendations to the Site Council. The Board is also responsible for creating the annual budget for the Guild and approving normal operating expenses.

The four Guild officers that also make up the officers of the Board are the president, vice president, secretary and treasurer. Officers are elected at the annual Guild meeting in May and serve a one-year term.



## Leadership Team

The Leadership Team consists of teachers and staff who address various concerns regarding school safety, policy and procedures. The team meets approximately twice a month.

### Procedures for Providing Input to School

In the decision-making structure of Abraham Lincoln Traditional School, there are a number of avenues that parents, teachers, students and community members have for providing input at the school.

1. You may go directly to an individual (teacher, parent, staff) and
  - provide personal feedback regarding the positive actions of that individual or
  - express concern about an issue.
    - (a) If a parent has a concern regarding the classroom, the parent must first discuss the concern with the teacher. An appointment may be scheduled with the teacher outside of the instructional day. It is considered improper to address teachers about issues that would place them in a position of breaking professional ethics. Questions regarding other teachers, other parents, other students and issues such as job satisfaction are considered improper.
    - (b) If a parent has a concern with another parent, it is appropriate that the issue be discussed directly between the two parties. Parents need to refrain from engaging in confrontations on school grounds or in view of students. It is expected that parents will use appropriate means for resolving

conflicts. The principal may be asked to assist if needed.

If the matter is not addressed to your satisfaction by speaking with the individual, then you are encouraged to personally share your concern with the principal. If your matter needs further attention and/or you would like to present your concern in writing, you may proceed with one of the following avenues

2. You may fill out a Community Input Form. This form goes directly to the principal who decides what action, if any, needs to be taken. The principal will forward the concern to the appropriate council or resolve the situation personally. The form may be used to:
  - make positive comments about the school or a particular teacher, parent or staff member;
  - make comments regarding a matter(s) of concern;
  - inform the principal of an event or events that have taken place at the school;
  - address specific changes that you would like and why.When this form is turned in to the office you will receive a copy for your own files. You are required to include your name when submitting a Community Input Form. A copy of your input will be filed in a binder in the office for public review. The binder copy will have the submitter's name deleted.
3. You may fill out a Request to Speak during Public Participation form to be read during the time allotted for public participation at a council meeting. This form should be used if you want your issue to go directly to one of the councils (Executive Board or Site Council). You are required to include your name on the form. A copy of this form will be filed in a binder in the office for public review. The office copy will have the submitter's name deleted. After completing this form there are three ways to proceed.
  - You may personally address the council at its next meeting;
  - You may ask a council member to read the form for you at the next council meeting and identify you as the submitter; or
  - You may ask a council member to read the form for you at the next meeting and not identify you as the submitter.

If the concern is presented during public participation, please note that there is a time limit of three minutes. Also, the issue will not be discussed during the current meeting. The action or resolution will be addressed at a subsequent meeting. You will receive a written resolution regarding the issue presented to the school.

## **Guild/Fund-raising**

The Abraham Lincoln Traditional School Guild is a nonprofit corporation (501-c3) formed by parents of Abraham Lincoln Traditional School. The Guild is governed by its members. The main objective of the Guild is to acknowledge that all Abraham Lincoln Traditional School children deserve the best possible education, filled with positive learning experiences. The Guild provides volunteer and financial support to the principal, teachers, Site Council and the Executive Board for meeting school needs.

## **Meetings**

Guild membership is open to all. The dues are currently \$10. Parents are encouraged to contribute an amount of \$5 per child in addition to their regular membership dues. The Guild meets monthly throughout the school year. Officers are elected each May and may serve a one-year term. Communication from the Guild comes through the *Lincoln Log* newsletter.

## **Fund-raising**

The philosophy of fund-raising at Abraham Lincoln Traditional School is different from most schools. School is the equivalent of a child's full-time job. Parents are responsible for most of the school fund-raising. The Guild raises funds in several ways. Membership and the Spring Fling are the two major fund-raisers.

## **Spring Fling**

The major fund-raiser of the Abraham Lincoln Traditional School Guild is the annual Spring Fling. A majority of our funds are raised from this event. These funds are used to purchase educational-related school and classroom teaching tools and equipment.

The Spring Fling is a great way to raise funds and have fun at the same time. The Spring Fling is usually held one Saturday during March. This event runs from 10:00 a.m. to 2:00 p.m. It is truly a collaboration of students, parents, teachers and staff. It is held on the school grounds and is excitedly looked forward to by all, especially the students. There are drawings, auctions, entertainment, food, prizes, music and games.

Some of the programs are:

- **Fry's Campaign** –
- **General Mills Campaign**
- **Target** –

## **District Councils**

Representation by parents and teachers on District councils and cadres is a valuable source of information and is advantageous to our school. Please contact the office if interested in representing ALTS by serving on one of the District's councils.

## **EDUCATIONAL PROGRAM**

Abraham Lincoln Traditional School has set high standards for students by teaching a solid foundation of basic skills and using quality curriculum materials with high achievement standards.

ALTS has self-contained classrooms with one teacher responsible for teaching most of the subjects in grades K-5 and departmentalized in grades 6-8. Art, music and PE are included in the regular school day curriculum for grades K-8. Emphasis is placed on continuity and consistency in teaching of curriculum. Teachers are directly accountable for communication of student progress to the parent.

ALTS has highly structured classrooms with a calm and orderly atmosphere that stresses respect for self, others and teachers. The atmosphere encourages children to be respectful to teachers and staff authority to enhance the learning opportunity for each student without distraction. The school provides controlled time on task during which the teacher is the center point of the instruction and the motivation. Students are to be actively involved in the process working right along with the teacher.

Multi-grade classrooms, cooperative learning, team teaching, open classroom models, and social promotions are not part of the Abraham Lincoln Traditional School philosophy.

Pilot or experimental programs will not be implemented unless evaluated using the decision-making structure to determine value, benefit to students, and compatibility with the traditional method of teaching. Additionally, students will not be required to participate in any psychological inventories; examinations of their family; or discussions on religion, morals, ethics or sexual practices. The school chooses to leave these responsibilities within the home.

Intellectual development of the child is the primary reason for attending. The social development of the child will be an automatic outcome. This differs from the philosophy that the social well-being of the child is of prime importance, sometimes placing academic skills acquisition as a secondary focus.

## **CURRICULUM**

### **LANGUAGE ARTS**

The **Spalding Method** is a total language arts program integrating phonics, reading, writing, listening, speaking and spelling for the total development of student skills. This approach has four essential elements: spelling, writing, comprehension, and philosophy.

- **Spelling Instruction** – Students learn to say and write 70 symbols that represent 45 common English speech sounds. The students build a basic reading and speaking vocabulary while learning to understand the rules and concepts of the written language. Spelling is essential because it teaches students how to read as well as how the English language works.
- **Writing Instruction** – Students apply spelling and language rules to write sentences followed by narrative and informative paragraphs. Writing is essential because it reinforces word meanings, applies knowledge of the rules of English, teaches higher-level thinking and enhances reading. Students learn to think logically and express their thoughts clearly.
- **Comprehension Instruction** – Comprehension skills are essential to learning and help students to appreciate quality literature. They begin to analyze characteristics that make a piece of writing exemplary and understand that an author writes for different purposes. Comprehension fosters a love of reading, helps students understand how different passages are organized, and teaches them specific mental actions to apply in all subjects.
- **Philosophy** – The **Spalding Method** is child-centered, which means physical comfort and mental well-being are primary concerns. It utilizes a multi-sensory process to send information to the brain. It promotes skills such as analysis, synthesis and evaluation, which require the children to think on a higher level than just rote memorization. The **Spalding Method** has high expectations of students requiring them to stretch their abilities. It is a valuable approach because it guides instructional decisions and stimulates lifelong learning.

### **Literature**

Literature and phonics are a daily part of the curriculum. The literature program has a strong phonics base emphasized by daily written and oral drill. Literature selections include classics and literature sets with wholesome ideals. Teachers in grades K-5 read to their classes daily. Harcourt Storytown and McDougal Littell are the foundation texts for the reading program.

#### **Independent Reading Requirements**

<b><u>Grade</u></b>	<b><u>Minimum</u></b>
K	20 books
1	25 books
2	30 books
3	1,000 pages
4	1,200 pages
5	1,350 pages
6	1,400 pages
7/8	1,500 pages

Each teacher will develop a monitoring system to ensure that the students are staying on target for the required amount of reading.

### **Criteria For Book Reports**

A minimum of one (1) graded book report will be given each nine-week grading period. The assignment and book report form will be provided by the individual teacher. Books for book reports will be chosen from a variety of writing styles and genres and will be grade-level appropriate. They will be graded according to teacher specifications for the individual assignments (i.e., comprehension, grammar, spelling, punctuation and neatness).

### **Recitation**

Each class memorizes and recites one selection of either prose or poetry at least once every nine weeks. Students may also enter the library-sponsored poetry recitation program.

### **Dictation**

Dictation exercises occur weekly. These papers are graded and corrected for neatness, legibility, punctuation, grammar and spelling. This exercise is to be considered a direct application of skills.

### **Penmanship**

A standardized handwriting program is taught in grades K-5, with cursive writing introduced no later than third grade, based on the child's ability. Neatness and legibility of penmanship are stressed daily. Samples of work are randomly checked for neatness and legibility. To prepare students for filling out forms, an annual review of printing is conducted. *The Writing Road to Reading* is the text for handwriting.

### **Language**

The language program includes daily practice and drill in fundamental English grammar, its rules and usage. Composition and poetry are integral parts of the program.

### **Vocabulary**

Purpose-vocabulary development and memorization are stressed along with dictionary use. Vocabulary lists are composed of words from reading for the week, science and

social studies. Definitions may be given with the words. Most often, students must find and write out the definitions.

### **Composition**

Each student is expected to be able to express himself or herself in a grammatically correct manner that emphasizes clarity of thought and preciseness in spelling and penmanship. A variety of writing experiences are provided at each grade level. Composition consists of creative writing, dictation, extemporaneous writing, reports, letter writing and poetry writing on various topics. Experiences in writing may include correction and rewriting.

### **MATHEMATICS**

Math is taught daily and receives a great deal of emphasis. The program uses oral drill, hands-on materials and written practice sheets, and stresses memorization of math facts. Word problem solving is also stressed. Saxon Math is used in K-7 following the accelerated student guidelines.

**Kindergarten:** Concepts covered during the year include the following: Numbers to 100, addition facts to 12, subtraction facts to 12, place value to 100, time, money, fractions, measurement, graphing, story problems, calendar and geometry.

**First Grade:** Testing takes place in addition and subtraction facts. Concepts covered during the year include the following: Addition and subtraction, place value, fact memorization through 18, time and money, timed tests and daily practice, two-digit addition, two-digit subtraction, fractions, measurement, geometry, story problems, three-digit addition and skip counting. Multiplication is introduced.

**Second Grade:** Testing takes place in addition and subtraction facts. Concepts covered during the year include the following: Addition and subtraction, story problems, numeration and place value, time and money, multiplication facts, skip counting, division facts, measurement, one-digit multiplication, mental math, fractions, decimals and geometry.

**Third Grade:** Testing takes place in addition, subtraction, multiplication and division facts. Concepts covered during the year include the following: Numeration, mental math, skip counting, multiplication and division up to two digits, measurement, area, volume, division problems with checking, fractions, like denominator and decimals.

**Fourth Grade:** Testing takes place in addition, subtraction, multiplication and division facts. Concepts covered during the year include the following: Numeration, skip counting, addition, multiplication, subtraction and division review, division with two digits, graphing, number theory and fractions, addition and subtraction of fractions, multiplication and division of fractions, measurement, addition, subtraction, multiplication and division of decimals and geometry.

**Fifth Grade:** Testing takes place in addition, subtraction, multiplication and division facts. Concepts covered during the year include the following: Numeration, addition and subtraction, multiplication (long and short), division (long and short), mental math problems, graphing, measurement including area and volume, geometry, ratio and percent, decimals using the four operations (rules), and fractions using the four operations and integers.

**Sixth Grade:** Concepts covered during the year include the following: Problem solving, algebra expressions and solution of single variable equations, decimal and fraction theory and application, integers, rational numbers, ratio, proportion, percent, metric and customary measurement systems, probability and statistics, and coordinate graphing. Weekly testing includes any of the concepts covered during the year.

**Seventh and Eighth Grade:** Students will become competent in number theory, integers, rational and irrational numbers, graphing, data analysis, ratio, proportion, probability, equalities and inequalities, polynomials, solving and graphing of equations, surface area and volume of geometric solids. Tests may include any of the concepts covered during the year.

Advanced seventh and eighth grade students will have the opportunity take algebra one and/or geometry utilizing the Glendale Union High School District (GUHSD) curriculum including assignments, tests and a final exam. Students who meet the GUHSD's requirements for credit will earn high school credit for these courses if they attend a GUHSD school for high school.

### **History and Geography**

The history and geography of our community, state, nation and world are taught with references to current events. Memorization of important geographical and historical data is required. This emphasis provides a foundation for the students to become better decision makers and responsible citizens of their community.

### **SCIENCE**

The science program includes physical, earth and biological sciences. Students have a balance of instructional materials and hands-on experiences. Eighth graders complete an independent science project. Concepts regarding the origin and development of life are presented as theories.

### **HEALTH/SAFETY**

Emphasis is on good health habits, nutrition, general safety rules, first aid and life-saving techniques. Within the guidelines of District policy, sex education, drug education and HIV education will be offered on a volunteer basis outside of the regular school day. These topics may be incorporated into either the physical education or science curriculum.

### **MUSIC**

A structured music program is taught in all grades. Theory, singing, music appreciation and music history are included in instruction. Band (beginning in grade 4) and strings (beginning in grade 3) are offered as extracurricular activities before or after school. Younger students may audition for early admittance to these programs. Performance of students is an integral part of the curriculum as students are taught to the application and mastery level.

### **PHYSICAL EDUCATION**

Students in grades K through 8 participate in a structured physical education program unless excused for medical reasons. The physical education program is designed to teach children important physical skill development and cognitive

knowledge that will carry over into day-to-day life and help promote good health.

The requirements for physical education are as follows:

1. Athletic shoes (excluding stack or platform style) are required every day that the student has physical education. (See PE Dress Code on page 14.)
2. Clothing should be worn that is appropriate to the weather. Clothes should be worn that is also conducive to active play. For students' safety, it is recommended that dresses are not worn to physical education class.
3. All notes excusing a student from physical education activities must be signed by the health tech, before school starts, and are good for the day specified, or up to one week. Excuses for more than one week must be accompanied by a doctor's note.
4. We are very understanding of special problems that children may have (asthma, diabetes, etc.) and ask that the child do as much as he or she is able to do.

### **Grading for Physical Education**

Students will be expected to follow both school and classroom rules. Students in grades K through 2 will be graded as follows:

O=Outstanding

S+=Very Good

S=Average

S- =Below Average

N=Needs Improvement

Student in grades 3 through 8 will be given a percentage grade.

### **ART**

The art program is a hands-on program using different materials to make a variety of projects such as paintings, drawings, clay objects and crafts. In the process of making art, we learn to use the elements and principles of art. Art appreciation is incorporated into the program by learning about artist and art styles of the past and present.

We value student artwork by displaying artwork at the District art show, in the Governing Board room at the Administrative Center, in our cafeteria and our library. Students are encouraged to participate in art contests when appropriate.

Grades for K-5 will be O=Outstanding, S=Satisfactory, and N=Needs Improvement. Grades 6-8 will be a percentage just like the core subjects.

Good manners and behavior are emphasized and rewards are given on a class basis for good behavior.

### **COMPUTERS**

The computer curriculum will support our school, District and state standards to use computers as tools to enhance classroom learning. The computer curriculum consists of the following skills: keyboarding, research and basic word processing. Computers may also be used to reinforce and supplement basic curriculum. Basic District technology objectives are mastered. Internet usage is closely monitored. The District uses many techniques to guard against improper exposure including teacher monitoring, District tracking system and a firewall system to prevent access to inappropriate material.

### **After-school Activities**

After-school activities are any classes for the benefit of children to which time during the school day cannot be devoted. These include anything outside of regular curriculum areas and are offered on an optional basis to students. The responsibility of participation belongs to the parent.

### **Citizenship**

Courtesy, respect, honesty and the meaning of citizenship are taught. Teachers set examples for students and teach them through acknowledgment, praise and role playing. Respect for personal and public property is taught by stressing respect rather than fear of punishment.

### **Instructional Objectives**

The Washington Elementary School District curriculum standards are followed by Abraham Lincoln Traditional School.

### **Textbook Selection**

The traditional school's practice relative to textbook selection and literature book selection is both democratic and legally viable. There is no right of censorship by the Executive Board or any other parental group. Textbooks and instructional materials are adopted consistent with parent input, teacher input, District curriculum standards and traditional school philosophy. The process consists of the following:

1. The administration or one of the councils identifies a need.
2. Teachers, parents or administrator may present materials for review.
3. All parents have an opportunity to review textbooks and submit reviews to the Curriculum Committee.
4. The Curriculum Committee considers the input from the reviews and makes a recommendation to the Executive Board (whenever possible, more than one textbook is recommended for consideration).
5. The Executive Board takes the recommendation to the Site Council.
6. Final textbook selection that is consistent with parent input and teacher input is made by consensus of Site Council. If consensus cannot be reached, the principal makes the decision.

### **Library Media Center**

The library is the hub of the learning instruction. Both teachers and students rely upon it to supply them with both basic and supplemental learning material. Books, movies, computer programs, etc., are available for our students' education.

The Abraham Lincoln Traditional Library Media Center, featuring computerized checkout and circulation, is open before and after school as well as throughout the regular school day for use by the students. Passes are required, except for before and after school.

The number of books that a student may check out at one time is shown on the following page by grade level:

Grade	Books Allowed	Borrowing Time	Overdue Policy
KDG	1	1 – 6 day rotation	Overdue slips are printed every library visit.



1 <sup>st</sup> & 2 <sup>nd</sup>	2	1 – 6 day rotation	No books may be checked out if there is an overdue book.
3 <sup>rd</sup> – 5 <sup>th</sup>	3	1 – 6 day rotation	<b>No books may be checked out if there is an overdue book.</b>
6 <sup>th</sup> – 8 <sup>th</sup>	4	1 – 6 day rotation	<b>No books may be checked out if there is an overdue book.</b>

In addition to these regular library books, up to two overnight reference books may be checked out. A book may be renewed once.

Circulation notices are given every library visit. We ask for parent cooperation in encouraging children to return their library books on the due date. This will help to keep books in circulation. Should a child lose a book, Abraham Lincoln Traditional School requests that the book be replaced. The librarian will inform the student of its cost. This will enable us to maintain a well-stocked library at Abraham Lincoln Traditional and instill a sense of responsibility in our students.

Parents are also encouraged to use the library. There is an excellent collection of reference books as well as cooking, crafts and history books.

Participation in the Birthday Book program is encouraged. On a student's birthday, a book may be donated to the library. Any appropriate nonfiction book or a fiction book from the recommended reading list that is donated in honor of a student's birthday is a welcome addition to the collection.

### Library Book Selection

The parents at Abraham Lincoln Traditional School have expressed the desire for the library to contain selections that are of high quality and that can be considered classic literature. Selections may be suggested by the librarian, parents, teachers and students. The books are read by members of the Library Committee and rated using a preset list of criteria. A minimum of three parents must read and critique each new fiction selection. Any questionable nonfiction books can be brought to the attention of the Library Committee for review. Criteria includes, but is not limited to, book that:

- Promote character-building qualities such as honesty, courage, perseverance, self-esteem (through personal accomplishments), responsibility, loyalty, patriotism, generosity, cooperation, friendship, kindness, obedience and respect for others (especially adults and authority figures).
- Stimulate thinking and discussion.
- Encourage development and use of imagination.
- Be a catalyst to learning more about a topic, event or person.
- Provide positive, inspirational role models who display high standards of morality and virtue.
- Cultivate a love of reading.
- Challenge the students according to appropriate reading level.
- Avoid repeated use of offensive language.
- Avoid controversial subject matter such as sexual themes.

- Build vocabulary and comprehension skills.

## GRADING/HONORS/AWARDS

### Assessment

Writing, reading and math testing instruments are provided by the District. The Spalding, McCall Crabb/McCall Harby and Morrison McCall Spelling Scale tests are specific to our school. In April of each school year, grades 3 through 8 participate in the statewide standardized tests.

### Grading Criteria

This school will set high standards for students by teaching a solid foundation of basic skills and using quality curriculum materials with high achievement standards.

Students will be tested and graded on what they know and have retained rather than evaluated and promoted from grade levels on the basis of effort and social well-being. A percentage grading system is used that assesses the student based upon his or her actual knowledge and retention of the basic skills.

### Grading Scale

Grades are given to reflect actual achievement.

#### **A - 94-100%**

This grade indicates outstanding achievement and represents superior understanding of the course content. It should not be expected unless work of an exceptional quality has been carried on throughout the grading period.

#### **B - 86-93%**

This grade represents a significantly better than average understanding of the subject content.

#### **C - 77-85%**

This grade represents an average understanding of the subject content.

#### **D - 69-76%**

This grade represents below average understanding of the subject although the work is of barely passing quality.

#### **F - below 68%**

This grade represents failure to demonstrate an understanding of minimum essentials of the subject.

There may be assignments that are corrected but not graded. Therefore, grades are not necessarily recorded on every assignment. Rather, a minimum of six grades will be taken and averaged after students have had adequate experience with a given concept.

There may be times when students are focused on science or social studies. The grade on the report card will reflect the area of focus for the past nine-week grading period.

### **Perfect Attendance**

Students who have perfect attendance during the school year receive recognition at the end of the year. Due consideration is given for religious observances.

### **Principal's List**

Those students in fourth through eighth grades who obtain the following will receive special recognition at the end of each grading period:

- 3.5 or better GPA
- No Ds, or Fs in any subject
- No “Needs Improvement”

**Honor Roll**

Those students in fourth through eighth grades who obtain the following will receive special recognition at the end of each grading period:

- 3.0 to 3.49 GPA
- No Ds, or Fs in any subject
- No “Needs Improvement”

**National Junior Honor Society**

The purpose of this organization shall be to promote scholarship and service, and to develop outstanding character, citizenship and leadership in Abraham Lincoln middle school-aged students. (sixth, seventh and eighth grades)

Application for membership is based on students’ academic average of 3.0 or better (4 being an A). Lists of academically eligible students are sent to all faculty members for their recommendation based on the leadership, citizenship, character and service of potential members. Candidates become members when inducted at a special ceremony.

To remain a member, a student must maintain a cumulative 3.0 GPA and continue to display outstanding citizenship, character, service and leadership. Any inducted member whose GPA drops below a 3.0 will be on probation for one grading period. Inducted members whose cumulative GPAs fall below a 3.0 for the second time will no longer be eligible to participate in the NJHS activities.

Monthly meetings will be held and will be conducted following Roberts’ Rules of Order

**INSTRUCTION**

**Direct Instruction**

The key components of direct instruction are teacher centrality, an academic task orientation, high expectations for achievement, student accountability and established structure where behavior is controlled. The teacher stands at the front of the classroom. Student desks face the teachers primary instructional area. When delivering the instruction, the teacher demonstrates the following qualities:

- Collect, review homework.
- Review earlier related information.
- Communicate to learners what they are to know and be able to do.
- Present an overview of how the lesson will be conducted.
- Present information/skill to be learned.
- Use illustrations and examples.
- Engage students in the learning process.
- Ask questions to check for understanding.
- Repeat and elaborate major points to be remembered.
- Provide teacher-guided, whole-class practice.
- Provide feedback and reteach to eliminate misunderstandings.
- Check for mastery of student practice.
- Provide independent practice.

- Monitor student progress and involvement.
- Continued practice for speed and accuracy.
- Assign related homework.
- Periodically review skill.

**Homework Policy**

Homework is a central theme at Abraham Lincoln Traditional School. It has three major purposes:

- To teach personal responsibility and time management skills;
- To keep parents informed about what their children are studying; and
- To provide additional academic growth and development.

Homework requests for absent students must be made by 10 a.m. to the health office. Homework will be in the designated box in the main office by your child’s regular dismissal time. No homework request will be honored for a one-day absence. The student will get the missed work the day he or she returns.

No homework may be requested on early release days. No homework assignments will be accepted unless the student has an excused absence. Per District policy, students may miss a total of 10 days per year; any additional days will be unexcused absences unless a doctor’s note is presented or for religious reasons. **Teachers will not be required to put together homework request packets for students going on vacation.**

**If a student forgets his or her homework/classwork and the teacher has left for the day, the staff will not open the classroom.**

**PARENT/STUDENT RESPONSIBILITIES CONCERNING HOMEWORK:**

1. To provide a time and place free from distraction for the work to occur.
2. To sign the daily homework sheet after assignments have been completed, review the child's work, and provide encouragement. NOTE: Students must have the assignment sheet initialed/signed daily. Every third time the sheet is not initialed/signed will result in a detention.
3. To work closely with the teacher if a problem occurs.
4. Substandard work is not acceptable and consequences will be applied.

Following are the time guidelines for homework for which parents should plan.

	Minimum	Maximum
Kindergarten	10 min.	15 min.
1 <sup>st</sup> Grade	15 min.	30 min.
2 <sup>nd</sup> Grade	20 min.	45 min.
3 <sup>rd</sup> Grade	30 min.	60 min.
4 <sup>th</sup> Grade	30 min.	75 min.
5 <sup>th</sup> Grade	30 min.	90 min.
6 <sup>th</sup> Grade	45 min.	90 min.
7 <sup>th</sup> and 8 <sup>th</sup> Grade	60 min.	90 min.

**If children do not finish their daily classwork, that work is in addition to the actual homework and is not part of the**

**homework time. Therefore, reports, themes and unfinished daily work could account for some students spending more than the maximum amount of time stated.**

Parents are responsible to monitor and ensure that students dedicate at least the minimum amount of time to some academic study at home. All students are expected to read aloud or be read to for a minimum of 10 minutes each night as a part of their homework time. Reading is the recommended activity if the homework from school is not enough to take up the minimum amount of homework time. If a child is spending more than the maximum time allotment and struggling on a particular concept or skill, the parent should communicate that on the homework sheet or directly to the teacher.

All students K through 5 receive homework four nights per week (Monday through Thursday). Projects, reports and occasional unfinished classroom work may extend over a weekend. Homework will be directly related to daily instruction. Standards of neatness and accuracy are to be maintained regardless of the subject matter area. Students in grades 6 through 8 may receive homework five nights per week (Monday through Friday) at the discretion of the teacher.

There is no value in practicing incorrectly; therefore, parents may guide the homework and work with students. They should not do the work, but give guidance as students complete the work. If there are issues, please communicate those on the responsibility sheet. Teachers in grades 1-6 review responsibility sheets daily to monitor student progress. Parents play an important role in helping their child achieve the desired academic progress.

It is the responsibility of the parents to check their student's backpack/folder daily for messages and information from the school.

## **Instructional Time**

Teachers maximize and protect daily instructional time. Students begin work immediately at the start of the day and are not dismissed prior to the bell.

## **Morning Work**

Lunch count, attendance, Pledge of Allegiance, moment of silence, dress code and homework check are done after the students have begun working.

## **Patriotic Activity**

Each class is involved in a daily patriotic activity, which includes the Pledge of Allegiance. Each classroom may also choose to sing a patriotic song or to recite a patriotic poem. Grades 4-6 recite the Preamble of the Declaration of Independence.

# **GENERAL SCHOOL** **INFORMATION**

## **Lost and Found**

The lost and found area is in the cafeteria. There are a number of unclaimed coats, jackets and sweaters donated to charitable organizations each year. It is suggested that parents mark the child's name in each garment and lunchbox.

## **Lost and Damaged Textbook Charges**

Students will be charged the replacement cost for lost textbooks and/or books damaged beyond repair. Current prices are kept on file in the office.

## **Nutrition Services**

The Washington Elementary School District provides a food services program, which operates on a self-supporting basis. Nutritionally balanced meals are prepared daily. The District takes part in the National School Lunch and Breakfast programs by providing free and reduced-price meals according to federal guidelines. Applications for free or reduced meals may be picked up in the school office. Menus are sent home yearly. Extra copies are available in each school office.

## **Breakfast and Lunch Information**

Abraham Lincoln Traditional School has an excellent breakfast and lunch program. Students are given a chance to choose from various items available on any given day. Menus for breakfast and lunch are sent home at the beginning of the year.

## **Lunch/Breakfast Prices for 2016-2017**

Due to the Dept. of Agriculture and the Community Eligibility Program, all students will be provided free breakfast and lunch this year. Only a la carte items will have a charge. To assist the cafeteria personnel, students will still need to enter their school identification number.

Parents are encouraged and welcome to join their children for breakfast or lunch. If other members of the family plan on joining the child for lunch, please let the office know how many are coming by 9:00 a.m., so adequate preparations can be made. Parents may bring food to school at lunch for their children only. Upon arrival at school, please sign in at the office before proceeding to the cafeteria.

## **Cafeteria Guidelines**

1. Respect students, staff and volunteers.
2. Talk quietly.
3. One trip to the food line/salad bar before sitting down.
4. Raise your hand for assistance.
5. Sharing of food is **not** permitted.
6. Throwing food **will not** be tolerated.
7. Dispose of trash in the proper container.
8. Properly stack empty trays.
9. Stay in your seat until your table is called for recess.
10. **Walk** to the playground.

## **Closed Campus Lunch Passes**

Students are expected to remain on campus during the lunch period unless they have permission from the principal's office. Parents must fill out a form in the school office for students to eat lunch at home. The time allotted for lunch makes it very difficult for students to eat off campus. In order for a student to leave campus during lunchtime, a permission form must be on file in the principal's office, or the parent may pick up the student and sign him or her out in the health office. Children must be returned to campus within the allotted lunchtime. Late entrance to class will result in an unexcused tardy.

## Lunch Schedule

<u>Grade</u>	<u>Cafeteria</u>	<u>Recess</u>	<u>Bell</u>
Kindergarten	10:50 a.m.	11:05 a.m.	11:23 a.m.
Grade 1	11:05 a.m.	11:20 a.m.	11:38 a.m.
Grade 2	11:20 a.m.	11:35 a.m.	11:53a.m
Grade 3	11:35 a.m.	11:50 a.m.	12:08 p.m.
Grade 4	11:45 a.m.	12:00 p.m.	12:18 p.m.
Grade 5	12:30 p.m.	12:45 p.m.	1:03 p.m.
Grade 6	12:15 p.m.	12:00 p.m.	1:03 p.m.
Grades 7, 8	12:00 p.m.	12:20 p.m.	12:33 p.m.

## School Newsletter

*The Lincoln Address* is distributed to all families. It contains current information and important dates. Newsletters are sent in student backpacks on the first day of each month.

## Student Telephone Usage

Students should develop responsibility for making sure that they bring all items to school that are required for that day. Any student needing to use the telephone **must** have written approval from his or her teacher.

Students will not be allowed to use the telephone to make after-school plans. This type of arrangement needs to be made prior to leaving home, and a note or phone call from the parent should accompany any unusual plans. The safety and well-being of all students is a major concern.

## GROOMING AND DRESS CODE

The dress code is part of the high expectations and standards and represents one of the four cornerstones of a traditional school. A standard of dress is instituted to establish an atmosphere conducive to learning and to be a constant reminder to the children that their purpose in coming to school is to learn. Students are expected to dress in a modest, neat, attractive fashion reflecting pride in themselves and their school. Pride in student dress is one of the most observable differences at a traditional school.

**It is the parent's and the child's shared responsibility to ensure the student arrives at school each day in compliance with the dress code.**

### Dress Code Enforcement

The teacher sends those students believed to be in violation of the dress code to the health office. The health tech or office staff will be the deciding authority as to whether the student's dress is within the dress code. The students will change into compliant clothing in the health office unless parents specify otherwise. If no compliant clothing is available, parents will be required to bring some immediately. The principal has final discretion, without appeal, in all dress code matters.

### Consequences for Dress Code Violations

Grades K – 5:

Consequences for dress code violations are as follows:

1<sup>st</sup> violation: Discipline slip given to our detention monitor and a phone call will be made to parents.

2<sup>nd</sup> violation: Discipline slip given to our detention monitor and a phone call will be made to parents.

3<sup>rd</sup> violation: A phone call to parents and a detention.

\*Every dress code violation after the 3<sup>rd</sup> dress code in a quarter will result in a detention.

Other action may be taken as deemed necessary by the principal up to and including suspension from school.

Grades 6 – 8:

Consequences for dress code violations will be given as per the Patriot Card.

## Student Dress Code

**Modesty and neatness are key.** All clothing must be clean and in good repair with no holes or frayed hems. Students are expected to dress in a modest, neat, attractive fashion reflecting pride in themselves and their school.

Legitimate medical and religious exceptions to the provisions below will be granted on a case by case basis. Medical exceptions require documentation in writing from a physician.

### ALL STUDENTS REQUIRED

- A belt must be worn appropriately with any clothing items that have belt loops. IDs are required by our District and ALTS. There is a \$5 replacement fee if the student loses or damages his or her ID. IDs must be replaced within three days.

### Shirts/Dresses

- All outer shirts *must be* tucked in at all times.
- All sleeves must cover the shoulder – long sleeves, short sleeves, and ¾ sleeves are acceptable. (No capped and/or split sleeves)
- No cleavage can be visible at any time.

### Pants/Shorts/Skirts

- All pants, shorts, and skirts must be fitted properly and worn at the waist. (Mid/High rise acceptable)
- Pants/Capri pants must have between one and six inches of loose material at the side of the leg without stretching.

### Shoes/Socks

- Shoes must have closed toes and closed heels with no heels higher than 1 1/2 inch.
- Socks must be worn by all students.

### Hair

- Hair shall be neatly groomed and trimmed.
- Bangs shall be worn above the eyebrows.

### ALL STUDENTS ALLOWED

- Writing or licensed characters on shoes and backpacks.
- Wearing ALTS spirit shirts and outerwear that have not been altered in any way is encouraged.
- One small designer or manufacturer label or logo is allowed on clothing (approximately 2" x 2").
- Official scout uniforms if they adhere to all other provisions of the dress code.
- Clothing repair patches that meet all other provisions of the dress code.

### Pants/Shorts/Outerwear

- Uniform style shorts, walking shorts and Bermuda shorts of any solid color are allowed with the hem falling between 2" above the top of the kneecap to 2"

below the bottom of the kneecap. No jean shorts, or cargo shorts, shorts will be allowed.

- Long pants or overalls that are no shorter than 2 inches above the ankle bone.
- Cotton-knit/velour-type pants without elastic at the ankles are permitted.
- Jackets, sweaters, or sweatshirts may be worn untucked providing they are worn over a tucked-in dress code compliant shirt. No writing or licensed characters on outerwear.
- ***Jeans in good repair may be worn. No frayed hems, holes, etc. Jeans must be the appropriate length and size to maintain modesty (worn at the waist with a belt if loops are present).***

#### Hair/Hats

- Clipper haircuts are allowed.
- Standing hair that is no higher than two inches is acceptable.
- Appropriate headwear for extreme weather is permitted but shall be removed in the classroom. (No baseball caps)

#### Jewelry/Nails

- All jewelry must remain on the jewelry owner.
- Jewelry must be worn in the manner for which it was designed.
- Clear nail polish (no glitter or sparklies).

#### ALL STUDENTS NOT ALLOWED

- Inappropriate symbols (e.g. advertising, promoting or picturing alcoholic beverages, tobacco, drugs or illegal, sexual, or violent symbols, skulls or Halloween symbols, etc.).
- Hats or head coverings indoors or out (see exceptions for weather above and field day below). Medical and religious exceptions can be obtained from the school health office.
- Words or numbers on clothing, belts or outerwear..
- Licensed characters or sports team logos on anything but shoes or backpacks.
- Neckties during the school day. (During special functions such as: promotion ceremonies, National Junior Honor Society induction, concerts and school pictures, students will be able to wear neckties with a dress shirt.) Committee members and sponsors for these above-named events will communicate the expected attire with the students and parents.
- Undergarments may not be visible at any time.
- Midriff/torso skin may not be visible at any time.
- Shoes with wheels.
- Chains on clothing, belts, or backpacks.

#### Shirts/Dresses/Pants/Shorts

- Clothing that is backwards or inside out.
- Camouflage.
- Gothic styles
- Sheer fabric
- Gang attire

- Low-cut shirts or dresses
- Capped or split sleeves.
- Rolled hems on skirts, dresses, shorts, or pants.
- Pockets below the hips (e.g. cargo pockets, multi-use pockets, etc.).
- Hip-huggers and/or low-rise clothing.
- Pants or skirts that drag the ground.
- Exercise wear, track suits, wind suits, or nylon warm-up suits, including pants with snaps, stripes or zippers up the legs.
- Pants or sweatpants with elastic at the bottom.
- Culottes, split skirts and skorts.
- Pant legs must not flare beyond the toe of the shoe.
- Excessively baggy pants.
- Spandex, tight, form-fitting, or revealing pants.

#### Hair/Nails/Face/Skin

- Extreme hairstyles or cuts. (*i.e.: Faux hawks, Dreadlocks, etc.*)
- Baseball caps
- Hair curlers.
- Hairstyles where hair is raised more than two inches above the head.
- Chemical coloring of hair, colored hair gel, or unnatural hair colors.
- Excessive use of gel or clumping of the hair.
- Artificial nails and colored nail polish.
- Face or eye makeup.
- Tattoos.
- Writing on the skin.
- Piercings (see girls exception below).
- Shaving any portion of the head other than the face

#### GIRLS ALLOWED

- Capri pants must be at least two inches above the ankle joint and two inches below the *bottom of the knee cap*. Capri pants must have between one and six inches of loose material at the side of the leg without stretching.
- Skirts and dresses that have hems that fall between the top of the kneecap and the ankle. Shorts, tights, stirrup pants or leggings should be worn under skirts or dresses, that are dress code compliant.
- Nylons may be worn under dresses by girls in 7<sup>th</sup> or 8<sup>th</sup> grade only.
- Girls may pin bangs away from the eyes.
- One pierced earring per ear as long as they are studs or flat to the ear lobes but not going below the ear lobe.

#### BOYS NOT ALLOWED

- Dresses and skirts.
- Capri pants.
- Headbands, barrettes and flowers.
- Hair length longer than the ear lobes on the sides, below the collar on the back, or below the eyebrows.
- Pony tails or rat tails.
- Pinned or tied back hair.

- Earrings.
- Facial hair.

### **PE Dress Code**

For safety reasons, shoes that can be slipped on or off without tying or untying may not be worn during PE/Field Day. Example: skater shoes with loose laces, little "dress" tennis shoes with small Velcro straps, etc.

Shoes must tie snugly and have proper support for all types of activities.

### **Field Day Dress Code**

Field day clothes should be in compliance with the Dress Code except sweatpants and long athletic shorts are permissible during field day events and must be worn appropriately. Hats may be worn outside only. Water bottles and sun screen are suggested.

Athletic shoes are required. See PE section above for definition of athletic shoes.

### **Staff Dress Code**

Staff members of ALTS are encouraged to dress professionally to provide a positive role model for the students.

### **Parent Volunteer Dress Code**

#### **Modesty and neatness are the key.**

The dress code was established to help ensure an atmosphere conducive to learning. Adults volunteering on campus when in contact with students or attending an event, such as a class party, during school hours should be dressed appropriately. No short-shorts, no revealing tops and no saggy bottoms.

## **PARENT INVOLVEMENT**

### **Parent Orientation**

Each fall, all parents are expected to attend parent orientation. Prior to students attending ALTS all parents are expected to attend Parent Orientation and sign the ALTS handbook agreement form. School rules, i.e., dress code, discipline policy, etc. will be reviewed. Parents are requested to return a completed Volunteer Sign-up sheet at the orientation.

### **Volunteers**

Parental involvement represents one of the cornerstones of the Abraham Lincoln Traditional School. With parental involvement, support and encouragement is provided to help meet the needs of the school and its staff. The goal is to help create a productive, enjoyable, safe and efficient learning environment. Parents set an example by volunteering their time and energy, thus relaying the message that their children's education is important. Each family is requested to give three hours of volunteer time per month.

The Volunteer Committee serves under the direction of the Executive Board and the Guild.

#### **How can I volunteer?**

- Simply complete the Volunteer Sign-up sheet mailed to you before orientation or located in the office. Mark your areas of interest and someone will contact you.

#### **What is considered volunteer time?**

- Any volunteering done on campus from playground monitoring, classroom help, library help, etc.

- Any work time spent at home. Some examples are calling parents, cutting papers, plus reading and reviewing books.
- Any time spent for council or committee meetings.

#### **How do I ensure that my time is counted?**

- On-campus volunteer time is recorded in the volunteer book located on the office counter. Please record your time upon arrival and departure.
- Volunteer time at home is recorded on the Parent Volunteer Voucher. Blank vouchers are available in the volunteer book or can be sent home and returned via your child's backpack. Completed forms are to be placed in the volunteer book located in the office.
- Council or committee time is recorded on a sign-in sheet at the beginning of any meeting. The volunteer coordinator places the completed form in the volunteer book.

#### **Why is it important for my time to be counted?**

- A record of where volunteer time is spent may help in receiving school grants.
- Volunteers are frequently thanked for their time.

### **Parent Code of Conduct**

Abraham Lincoln Traditional School has a high expectation for students' behavior, dress and academic achievement. It is important that adults teach by example and have a high level of expectation in dress and conduct while on campus. If visiting in the classroom or volunteering in the presence of students, parents are expected to adhere to the Parent Dress Code.

### **Discipline of Students**

Students are referred to a teacher, the principal or other staff members for the purpose of discipline. Should a parent volunteer see a student engaging in an activity that is considered unsafe, that volunteer may address the student and then refer that student to the proper authority. Parents are not to approach a student regarding dress code violations. It is requested that all dress code violations be referred to a staff member.

### **Breach Of Confidence**

Parent volunteers embrace a code of confidentiality when aiding a teacher in the classroom. The work of a student is considered highly confidential and is not discussed with anyone other than the student's teacher. Any parent who breaches this confidentiality will be referred to the principal.

### **Improprieties**

It is considered highly improper for one parent to approach a student and question that student about that child's parents, the parents' actions, or any decision that the child's parents may have made. These are considered personal issues, and no child should be placed in the position of explaining or questioning the parents' authority.

## **SPECIAL AREA REQUIREMENTS**

### **Prevention/Intervention/Acceleration**

ALTS offers Project Potential, speech, special education services and acceleration placement above grade level. All these services are available for grades K through 8. If a child is placed in any of these programs, the staff member in charge will notify the parent of the schedule.

When a student demonstrates a specific need, either above or below the regular classroom curriculum and expectations, staff and parents of these children will collaborate to make the necessary adjustments. A written education plan will be developed to adjust the daily schedule for the exceptions. These plans are confidential.

### **Tutoring**

Should a child display difficulty in any subject, he or she may be referred to tutoring before or after school. The teacher will notify a parent when tutoring is needed and when it should be discontinued. Before/after-school tutoring is available Monday through Thursday, after the first mid-quarter progress report through the final mid-quarter progress report. After the final progress report, tutoring is at the discretion of the teacher.

It is important that students arrive on time for tutoring. Tardiness for tutoring is disruptive to the other students. Students should bring proper materials for tutoring.

### **Arrival/Dismissal Times**

Students should not be dropped off before 7:50 a.m. unless they are attending tutoring or an arranged class or meeting. Students who arrive early consistently will be given a detention. KidSpace is available for children before school to address the needs of working parents.

**There is no supervision before 7:50 a.m.**

<b>K - 2<sup>nd</sup> Grades</b>	<b>8:15 a.m. - 2:35 p.m.</b>
<b>3<sup>rd</sup> - 8<sup>th</sup> Grades</b>	<b>8:15 a.m. - 3:15 p.m.</b>

Please make every attempt to pick up your child on time at dismissal. When parents are late, it creates a burden on the office staff. Homeroom teachers are responsible for releasing students at the end of the day. Students are walked to the gate for pick up. Teachers stay with students until parents arrive. After ten minutes they are taken to room 118. Parents will be required to sign out students in the Late Pick Up binder. If a student is not picked up at dismissal time and no family or emergency contact is reached within 30 minutes, the police will be called.

### **Transportation**

Because Abraham Lincoln Traditional School is a school of choice, parents are responsible for transporting their children to school, using the drive-through for drop-off and pick-up points. Parking is not permitted in the drop-off zone. A bike rack area is available for students.

### **Student Drop-off and Pickup**

Parents are to drop-off and pick up their children in designated areas and at scheduled times on the campus. Driveways, student crosswalks or parking spaces should not be blocked by cars.

### **Crossing Guard**

The crossing guard at 39th Avenue and Peoria is hired by the District and has the authority to direct students both walking and riding bicycles. Students who do not follow the crossing guard's directions will be referred to the principal.

## **VISITORS TO SCHOOL**

### **Parent Classroom Visits**

Parents are encouraged to visit their child's classroom and to volunteer. **Parents are asked to make prior arrangements if**

**they plan to visit in the classroom.** For reasons of safety and keeping track of campus visitors, **parents must report to the office before going to a child's class.** All visitors must sign in at the office and receive a visitors' badge. When visiting campus, parents are asked to observe the Parent Dress Code.

When visiting classrooms, parents should leave small children at home since young children can be distracting. Parents are asked to avoid conversations with the teachers during such visits, to ensure that class can be conducted as scheduled.

### **Student Visitors**

Occasionally, students or parents ask if Abraham Lincoln Traditional students may bring a friend or relative to school. Unless arrangements have been made and approved by the principal, no students are allowed to attend class other than ALTS students. An acceptable example would be a foreign exchange student attending for the day. The staff cannot take responsibility for students who are not formally registered at Abraham Lincoln Traditional School.

## **Enrollments/Withdrawals**

### **Enrollment**

To enroll your child at our school, please pick up a registration packet in our office. When you return the completed packet, please bring the following items:

- ORIGINAL birth certificate;
- ORIGINAL immunizations record; and
- Proof of residence, i.e. deposit slip, utility bills (driver's license for picture ID purposes)

A copy of these items is necessary for our files. A letter of recommendation is appreciated for grades 1 through 8 from the child's current teacher as well as the latest report card and state testing scores. After all the above information is received, your child may start school with the approval of the principal, if there is an opening. If there is no opening, your child's name will be placed on a waiting list. You will be called when an opening occurs. All registration is on a first-come, first-served basis, with in-District residents having priority.

### **Withdrawals**

To withdraw your child, please come to the office to sign the required paperwork. If you call ahead, we will have this paperwork ready for you to save you time. If you know you will be moving over the summer, you may withdraw on the last day of school, or come in before you move, keeping in mind that we are closed for approximately six weeks during the summer. It is helpful to bring the address of your child's new school, so that we may send your child's files to it. The new school should request these files but keep in mind that if they do not, your child's records will be destroyed after two years.

## **Field Trips/Assembly Criteria**

### **Field Trip Criteria**

1. Field trips are permitted one time a year for each grade level.
2. Field trips will have an educational theme and will be tied to some course of study in the classroom.

3. Prior to the field trip, the class will have entered into the course of study and will understand how the field trip correlates to the study.
4. Students will dress according to the dress code, and the discipline code will be strictly enforced. Students should understand that when visiting sites off-campus that they represent the school and will act accordingly.
5. Parent volunteer needs should be assessed so that an adequate number of chaperones is available.

### **Entrance Age for Kindergarten and First Grade**

The following practices regarding kindergarten early entrance will be utilized in accordance with Governing Board Policy JEB:

- A child shall be eligible for admission to kindergarten if the age of 5 years is reached before September 1 of the school year.
- A child is eligible for admission to first grade if the age of 6 years is reached before September 1 of the school year.
- The Governing Board or its designee may admit children who have not reached the required age as prescribed by law.
- All children enrolling in the District for the first time must be accompanied by a parent or guardian. Proof of age must be demonstrated by a birth certificate, if possible, or other acceptable evidence of age. A record of the child's immunizations against communicable diseases must also be presented at the time of enrollment in the Washington District Schools. (Adopted December 12, 1985)
- Kindergartners who are not 5 before September 1, but will be 5 before January 1 of the subsequent calendar year, will be screened in four areas (cognitive development, social interaction, speech and language development, and motor development) for early entrance.
- Kindergartners who are not 5 before September 1, but will be 5 before January 1 of the subsequent calendar year, who enter after the start of school will be screened in four areas (cognitive development, social interaction, speech and language development, and motor development) for early entrance. These children come from kindergartens in and out of Arizona that may be private, parochial, charter, or other public school kindergartens.
- First graders who are not 6 before September 1, but will be 6 on or before January 1 of the subsequent calendar year, will be screened with the kindergarten competencies and by observation for social interaction in a kindergarten classroom.
- Kindergartners who are not 5 before September 1, but will be 5 before January 1 of the subsequent calendar year and who are seeking enrollment from another district based on the Open Enrollment policy, will be screened in four areas (cognitive development, social interaction, speech and language development, and motor development) for early entrance.

Kindergarten will emphasize academic development, school routine and citizenship. Playtime and recreational activities will be kept to a minimum.

Kindergarten is a full-day program that runs from 8:15 a.m. until 2:35 p.m.

### **Change of Address**

Please keep the office informed of any change of address or phone numbers, so that we may keep you informed of upcoming events and reach you in case of an emergency.

### **School Pictures**

Individual pictures are taken twice each year in the fall and spring. Group and after-school activity pictures are taken in the spring. Also, 8<sup>th</sup> grade promotion and kindergarten promotion pictures are taken in the spring.

### **Policy for Class Changes**

Every attempt is made to place students in the best learning environment.

## **CALENDAR**

### **Reporting**

Report cards are issued every nine weeks, taken home by the students, signed by parents, and returned. Mid-progress reports will be issued every four-and-a-half weeks into each grading period and must also be signed and returned. The information on the report card includes letter grades or percentage reflecting student achievement in all subjects as well as an evaluation of the child's behavior.

### **Parent/Teacher Conference**

Two parent/teacher conferences are planned each year. However, a meeting may be requested at any time. To focus on your child, come prepared with specific questions or comments.

## **DAILY SCHEDULE**

7:50-8:10 a.m.	Breakfast
7:50-8:10 a.m.	Playground supervision
8:10 a.m.	Student line up for class/first bell
8:15 a.m.	K - 8 Students should be in the classroom
10:50 a.m.-11:23 a.m.	Kindergarten Lunch/Recess
11:05 a.m.-11:38 a.m.	First Grade Lunch/Recess
11:20 a.m.-11:53 a.m.	Second Grade Lunch/Recess
11:35 a.m.-12:08 p.m.	Third Grade Lunch/Recess
11:45 a.m.-12:18 p.m.	Fourth Grade Lunch/Recess
12:00 p.m.-12:33 p.m.	Sixth - Eighth Grade Lunch/Recess
12:30 p.m.-1:03 p.m.	Fifth Grade Lunch/Recess
2:45 p.m.	Dismissal K- Second Grades
3:15 p.m.	Dismissal Third - Eighth Grades

### **Office Hours**

**7:30 a.m. - 3:30 p.m.**



## Early Release Times

### Professional Development (lunch served)

Grades K-2 8:15 a.m. - 1:05 p.m.

Grades 3-8 8:15 a.m. - 1:45 p.m.

### Parent/Teacher Conferences (lunch served)

Grades K-2 8:15 a.m. - 1:05 p.m.

Grades 3-8 8:15 a.m. - 1:45 p.m.

## Attendance Requirements

Arizona State Law requires compulsory attendance for school age children between the ages of 6 and 16 (ARS 15-321). Students are expected to be in school except in cases of family emergency, illness, injury, doctor appointment, bereavement or religious observance. It is the parent's or guardian's responsibility to inform the school of an absence.

According to Arizona State Law, a child must be removed from student rolls after 10 consecutive days of absence if the parent has not notified the school. If a situation arises that may result in an extended absence, please inform the school office.

## Truancy and Tardy Policy

It is very important that students be punctual. The first bell rings five minutes before school starts, and students should be in their seats ready to work when the second bell rings. **Attendance will be taken by all classes and reported immediately following the 8:15 a.m. bell.** If a student comes to school after the 8:15 bell, the child AND parent or guardian must report to the health office to have the child's name removed from the absence list, and a tardy slip is issued. Tardiness is disruptive to the learning process. It has a negative impact on the entire class and not just the child who is tardy.

In order to assure students are successful and meet current state legislation, which requires all students to attend 90% of the school year, WESD has implemented a Truancy Prevention Unit (TPU). The TPU will work in conjunction with the City Justice Courts to identify student and parents of students who are chronically absent or are truant.

After a child has been tardy 12 times during the school year, all efforts toward correcting the problem will be directed at the parents. Those parents will be encouraged to find another school that will better accommodate their circumstances, or to develop habits of punctuality that reflect respect, courtesy, and the value of school and the education it offers to children.

When a student reaches five unexcused/unverified truantries, 10 total absences or 10 unexcused tardies, the school will make a referral to the TPU for appropriate actions (see District guidelines). In order to avoid this eventuality, there are several precautions to take: (1) reinforce being on time and good attendance, (2) call the school each time a student will be late or absent, (3) present any medical documentation to the nurse and/or attendance clerk if illness will be a consistent, foreseeable issue.

A letter will be sent by the school to the parents/guardians of students who are approaching or pass the midway point for unexcused absences, excused absences and tardies. Parent cooperation is of the utmost importance in assuring student success.

## Absences

Please be sure to call the attendance line at 602-896-6311 before 8:45 a.m. whenever your child is absent or tardy for any reason. It is important that you leave the specific reason they are absent, i.e., cold, flu, asthma, fever, diarrhea, nausea, pink eye, etc. The health tech needs to send out notices for contagious diseases, so it is imperative that you leave the specific illness in the message. The attendance line is equipped with voice mail, so you may call at your convenience and leave a message. Our health office opens at 7:45 a.m. and closes at 3:45 p.m.

Homework requests must be submitted by 10 a.m. to 602-896-6310. Students are given two days to complete class work missed for every excused absence. No homework assignments will be accepted unless the student has an excused absence. No homework request will be honored for a one-day absence. The student will get the missed work the day they return.

## Dismissal

The school discourages parents from removing their child prior to dismissal time. Interruptions of this type are intrusive and disruptive to the instructional program. For this reason these occurrences will be counted toward a student's attendance as a tardy.

## SCHOOL EVENTS/ ACTIVITIES/PROGRAMS

### Student Council

The purpose of the student council is to support ALTS by sponsoring service projects, promoting school spirit and hosting school events.

Two representatives per class in fifth-eighth grades are elected by their classmates to serve a one-year term on the student council. The offices of president, vice president, secretary, and treasurer/historian are then elected by the Student Council representatives.

Representatives must maintain a 2.75 grade and have a satisfactory citizenship grade. The students agree to arrive on time for the meetings and be involved in the activities.

The students who serve on the Student Council learn proper methods for conducting meetings, money management and organizational skills, as well as general principals of respect and good citizenship.

### ALTS Athletic Program

Our athletic program at ALTS may include the following sports schedule:

- Girls and Boys Volleyball
- Girls and Boys Basketball
- Spirit Line – Pom and Cheer
- Cross Country

We play our scheduled games as a nonconference entry. The program is primarily a fifth through eighth grade program.

**Cross Country is the only third through eighth grade program.** We play other WESD schools.

The student-athletes will be assessed a nonrefundable sports participation fee for each sport in which they participate.

Students must have a “C” average in their core subjects and demonstrate good citizenship.

### **Classroom Parties/Birthdays**

Kindergarten through fifth grade will have four parties during the year: Thanksgiving Party, December Holiday, Valentine’s Day, and an end-of-the-year party. Grades 6 through 8 may have four parties under the discretion of the junior high team and homeroom coordinators. These parties are not to exceed two hours. If your child does not attend school, he or she may not attend the classroom party.

**No treats (candy, cake, cookies, etc.) or birthday recognition by parents is permitted at school.** Please do not ask that balloons or flowers be delivered to students in the classroom for birthdays or any other special occasions. **Students are not permitted to distribute party invitations during the school day.**

### **Extended Day Program**

An extended day program sponsored by WESD is on campus from 6:30 a.m. until 6:00 p.m. Please refer to the District portion of the handbook for further information.

### **Fine Arts Events**

Winter and Spring Musical Concerts will be presented by the band and strings students. There is a Spring Sing for students in K through 5 in the month of May. Various fine arts events will be held throughout the year.

### **Spring Fling**

The Guild sponsors an annual school carnival in the spring. (Refer to Guild section.)

### **Parent Classes in Spalding**

1. A workshop to acquaint parents with the Spalding Program may take place early in the year.
2. A 20-hour parent class in Spalding may be available during the fall semester if there is adequate parent interest and school budget permits.

## **STUDENT DISCIPLINE/BEHAVIOR**

### **Severe/Chronic Behavior**

#### **School Property**

Students are not to deface, mark, or otherwise damage school property (ARS 15-446). Notification is given to parents and the student concerning the consequences of their child’s action.

#### **Personal Property**

Stealing and disturbing other people’s property is not permitted. Violators are sent to the principal, and the appropriate action will be taken.

Water bottles must be used appropriately. Teachers will allow use of water bottles at their discretion.

## **School Discipline Policy**

**No student has the right to interfere with the learning or safety of others.**

Good school conduct is of primary importance to both staff members and parents/guardians. The maintenance of orderly conduct of students is necessary in every school situation, not only to ensure the health and safety of all, but also to maximize learning. Effective discipline is a necessity for quality education.

**The school’s fundamental philosophy of good conduct is that students are responsible for their own actions.** Students are expected to show respect and consideration for the rights of others; including, but not limited to, the right to take advantage of available educational opportunities without interference from others. These expectations are the basis upon which our conduct codes are formulated. Students are expected to behave appropriately at school and when participating in any school activity.

ALTS operates on a self-discipline policy. Teachers reward students for good behavior using positive reinforcement whenever possible. A phone call, personal note, sincere compliment and eating lunch with a student are all examples of rewards for good behavior. Educational games may be used to motivate the whole class. Stickers, ribbons or a “treasure box” (in the lower grades) may also be used to encourage appropriate behavior.

Grades 6 through 8 implemented a Patriot Pass with rewards and recognition at the end of each nine-week period. See your child’s Patriot Pass for more information regarding: Behavior, Dress Code, Hall Passes, Rewards, and Lost Cards.

Parents are notified of student behavior in several ways:

1. Patriot card punches inform parent of specific infractions.
2. Both the 6<sup>th</sup> and 12<sup>th</sup> punches on the card result in a letter home.
3. The 9<sup>th</sup> punch results in a suspension and the 12<sup>th</sup> punch results in a suspension and a meeting with the principal.
4. Each additional third punch after 12 results in a suspension.

All information is written on the back of the card for parents to review at any time.

### **General School Rules**

- Good manners are expected at all times.
- Students are to speak to peers and all adults with a respectful tone and attitude.
- Walk on sidewalks.
- All cell phones must be turned into the office upon arrival at school. They may be picked up at dismissal.
- No electronic devices are allowed in school except for a specific class project with teacher approval.
- Toys and stuffed animals should not be brought on campus unless special permission is given from the principal or teacher.
- Hold playground equipment (balls, jump ropes, etc.) when walking on sidewalks.
- Play only in designated playground areas.

- Show consideration of property and others by not throwing rocks, pine cones and dirt clods.
- Keep hands off others, including pushing, hitting, holding, wrestling, horseplay and tackle football.
- Improper language (profanity or vulgar language) will not be tolerated.
- Students are to stay out of faculty areas such as workrooms, supply rooms and lounge.
- Students should not be in unsupervised classrooms or hallways.

### Playground Rules

- Behavior on the playground should be kind, courteous and respectful at all times.
- No running on or jumping off the playground equipment.
- No running on the pavement/sidewalk.
- No throwing sand.
- No sitting on top of the playground equipment.
- Use the swings and slides properly.
- Wall ball is not permitted.
- No playing in or around the bathrooms.
- No stuffed animals or toys.
- No purses or backpacks.
- **Tackle football is not allowed at any time.**
- Follow directions of the playground monitors. Balls may be brought to school for play, but the school is not responsible if they are lost or stolen.

### Consequences for Misconduct: Grades K-5

- Warning given by teacher or staff member
- Teacher notifies parent and/or assigns a lunch detention depending on infraction.
- Continued infractions may result in conference, lunch detention or suspension, depending on infraction.
- After-school detentions are given when a student has continued to disregard behavior guidelines
- Students with 7 or more detentions will receive a letter indicating that they may lose the privilege of attending ALTS if the behaviors persist
- Further misbehavior may result in suspension, or withdrawal from ALTS.

*Violation of the discipline policy can result in more severe consequences as determined by staff and can result in these or more consequences.*

### Consequences for Misconduct: Grades 6-8

The Patriot card is the procedure for tracking dress code, behavior and discipline in grades 6, 7, and 8. Parents should familiarize themselves with the card on a regular basis.

- Students may also be referred to the office for repeated or serious discipline infractions. Students may be assigned after-school detentions or suspensions. Students who repeatedly disregard ALTS's discipline policies may lose the privilege of attending our school.
- Students with 7 or more detentions will receive a letter indicating that they may lose the privilege of attending ALTS if the behaviors persist.
- Further misbehavior may result in an in-school or out of school suspension.

*Violation of the discipline policy can result in more severe consequences as determined by staff/principal and can result in these or more consequences.*

### After-school Detention

The after-school detention program is reserved for students whose behavior warrants additional time at school. Parents are responsible for signing the detention form and providing transportation for the students. **Students who are serving detention are not permitted to walk home for safety reasons.**

**In School Suspension:** All rules must be followed or student will need to be picked up. If student is not picked up, he/she will serve a one day out of school suspension the following day.

## SCHOOL HEALTH AND SAFETY

### Bicycle/Scooter/Skateboard/Rollerblades

Bicycles can be a great safety hazard. The regulations listed below are planned to provide for safety and assure that bicycles are not stolen or damaged.

- **Wheeled shoes and rollerblades are not permitted on campus.**
- It is recommended that kindergarten students NOT RIDE their bicycles to school.
- **Scooters, skateboards and bicycles are to be walked on the sidewalk starting at the beginning of the parking lot area to the bicycle racks.**
- Bicycles must be parked properly and only take up one space.
- EVERY bicycle should have a good padlock and chain. These are to be used daily. Students are asked NOT TO SHARE PADLOCKS as this can create problems.
- All bicycles are to be parked in the enclosed bicycle rack area.
- Students are to stay away from the bicycle racks unless parking bicycles or taking them home.
- Bicycles are to be walked across 39<sup>th</sup> Avenue and Peoria under the direction of the crosswalk guard. Riders then proceed on the sidewalk until they arrive at the end of the fence. Then turn in to proceed to the bike racks.
- Misusing the bicycle privilege may result in these privileges being denied.

### Health and Welfare

Abraham Lincoln Traditional School has a health center staffed by a health technician. The number is **602-896-6310**. The purpose of this department is to help care for your child while he or she is at school. Health appraisals of vision, and hearing are taken. It is recommended that each first grade or kindergarten student have a complete physical, dental and eye examination before entering school.

### Reporting School Injuries

All injuries that occur at school should be reported to the health technician. If the injury occurs in the classroom, the teacher in charge should be notified. If the injury occurs on the playground, the staff member on duty should be notified. The

staff member will administer first aid when necessary and either send the student to the health office, or call for assistance from the health technician. Injured students should not leave the classroom or playground areas unless a teacher has seen the student first. If the health technician deems it necessary, a parent/guardian will be notified.

### **Lockdown Drills**

The school crisis team has a plan for lockdown drills in place. We conduct three drills per school year.

### **Fire Drills**

All schools must have a fire drill at least once a month. The first drill will be announced. Students are expected to be silent and follow directions.

# PARKING LOT SAFETY RULES

**To ensure the safety of our children, please adhere to the following guidelines. Your cooperation is appreciated and expected.**

**No waiting in the pickup/drop-off zone. Second dismissal pickup parents should not get in line until all first dismissal students are all picked up.**

Drive in the direction of the arrows shown on the accompanying map. If you are in the curbside lane, please move forward when someone exits from the DROP-OFF ZONE. Please drop off and pick up quickly. Use the ENTER and EXIT lanes as indicated. Please DO NOT form a third lane. If you want to park in a parking space, follow the directional arrows. Do not go against the traffic. Dropping off and picking up students is allowed in the DROP-OFF ZONE (designated by a red curb). Do not park or stop on the crosswalk.

**No vehicle may be unattended/parked** in the DROP-OFF ZONE (curbside). This is a “standing” only lane so you may move up when appropriate. In other words, parents are not to leave their cars to enter the cafeteria, Extended Day Care, meet with a parent or teacher, etc., if they are in the DROP-OFF ZONE.

***Parents who do not follow the rules of the parking lot will be contacted by the school and may be denied the privilege of driving on campus, having to park offsite and walk to pick up child/children.***

The DROP-OFF ZONE being full does not give permission to drop off or pick up students in the DRIVE-THRU LANE. If the DROP-OFF ZONE is full, you need to circle around the parking lot again until a space is available.

Students need to exit and enter the vehicle through the door nearest the sidewalk, not from the DRIVE-THROUGH LANE. The left-hand lane is the DRIVE-THROUGH LANE, which feeds into the DROP-OFF ZONE in front of the cafeteria.

At times, the parking lot volunteer may direct you into the DROP-OFF ZONE from the DRIVE – THROUGH LANE due to back up into the street or available space due to the loading and unloading of students.

**PLEASE DO NOT DRIVE OVER THE CROSSWALK INTO THE CAFETERIA PICKUP LANE.**

The safest course of action is parking your vehicle and walking by way of the crosswalks. Parking is permitted in designated parking spaces only. **AVOID** parking in designated STAFF parking spaces in the morning. Parking is also available in the neighborhood. Students **MAY NOT** walk through the parking lot to meet you in the neighborhood. You must come forward to greet your child(ren). Please be an example and use the sidewalks and crosswalks when walking to pick up your child(ren) and when you return to your parked car.

**No vehicle may be parked in the handicapped spaces except ones with a handicapped permit or license plate!** It must be displayed for everyone to see.

Dismissal and arrival times are not designed for you to have parent/teacher conferences. The teachers must be watching their class to see who is leaving and with whom. You may take a chance and see if the teacher is available after all his or her students have been picked up, but it is not recommended. Please make an appointment.

**DO NOT** stop on the crosswalk at 39<sup>th</sup> Avenue and Cochise or any crosswalks.

**DO NOT** block the entrances/exits to the other neighborhood streets of North Lane and Cochise Drive off 39<sup>th</sup> Avenue. Cochise Drive is a cul-de-sac and only has the one entrance/exit!

**DO NOT** wait on 39<sup>th</sup> Avenue, blocking oncoming traffic, to get into the line going toward Peoria Avenue. No one should be parking between the “School Zone” signs. The local traffic and school buses cannot get through when cars are parked on 39<sup>th</sup> Avenue.

Thank you for your cooperation to make sure our students are safe. Be patient, it only takes 15 minutes.

