

LINCOLN SCHOOL

P R O V I D E N C E

**Family  
Handbook  
2021–22**

*Updated August 2021*

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*The Lincoln School ("Lincoln" or the "School") Student/Parent Handbook (the "Handbook") is published and distributed to members of the Lincoln School community for the purpose of providing information on aspects of student and campus life to help students gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its faculty, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Lincoln School and any parent, guardian, or student affiliated with or attending the School. Lincoln School may add, revise, and/or delete School policies before, during, and after the school year.*

# Parent/Guardian and Student Acknowledgement

This Form acknowledges that we understand that, as Lincoln School students and parents, we are asked to support the School and its mission and to acquaint ourselves with and abide by the School's policies and procedures.

We understand that this Handbook is for informational purposes only, and is only meant to be used by those affiliated with the School community. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between the School and any parent, guardian, or student affiliated with or attending the School. We understand that the terms and conditions of the Enrollment Contract signed by us determine our relationship with the School. We further understand that the School may add, revise, and/or delete School policies before, during, and after the school year and that such updates need not be in writing or incorporated into this Handbook.

Our signatures below indicate that we have reviewed and familiarized ourselves with the contents of the 2021–22 Student and Parent Handbook and agree to abide by the School's policies and procedures, as outlined in the Handbook.

I understand that this Acknowledgement may be electronically signed, and by indicating my assent below, I am agreeing to the use of electronic signatures. I understand and agree that my electronic signature will have the same legal effect and validity as a written signature, and that this Acknowledgement is valid and will be given the same legal effect as a written and signed Acknowledgement. I understand that if I do not wish to sign this document electronically, I can print the document, sign it, and return it to the School.

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Parent/Guardian Signature	Date
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Parent/Guardian Signature	Date
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Print Full Name of Student	Signature	Date
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Print Full Name of Student	Signature	Date
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Print Full Name of Student	Signature	Date
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**Please sign and submit this Acknowledgement by September 8, 2021.**

# Important Contact Information

## Early Childhood and Lower School

### Early Childhood

Nursery & PreKindergarten

#### Kim Lough

*Director of Little School, Early Childhood and Auxiliary Programs*

[klough@lincolnschool.org](mailto:klough@lincolnschool.org)

401-331-9696 ext. 3154

#### Carole Donnelly

*Administrative Assistant*

[cdonnelly@lincolnschool.org](mailto:cdonnelly@lincolnschool.org)

401-331-9696 ext. 3109

### Lower School

Kindergarten – Grade 5

#### Debbie Hanney

*Interim Director of Lower School*

[dhanney@lincolnschools.org](mailto:dhanney@lincolnschools.org)

401-331-9696 ext. 3167

#### Courtney Dubois

*Interim Assistant Director of Lower School*

[cdubois@lincolnschool.org](mailto:cdubois@lincolnschool.org)

401-331-9696

Topic	Contact
How do I report absences?	Contact Carole Donnelly before 9:00 a.m.
Obtaining homework when my child is sick	Email the classroom teacher by 9:00 a.m.
How do I get a message to my child?	Contact Carole Donnelly
How do I update my emergency information?	Log into the Family Portal and click on "Update profile"
Communicating with a faculty member	Click on the faculty and staff directory in the portal for email addresses.
After School and Enrichment Program questions	Meaghan D'Abrosca <a href="mailto:mdabrosca@lincolnschool.org">mdabrosca@lincolnschool.org</a>
Calendars	Login to the <a href="#">Family Portal</a> and click on "calendars." The school calendar has all events.
Uniform questions	See <a href="http://lincolnschool.org/uniform">lincolnschool.org/uniform</a> or ask your classroom teacher.

General questions	Ask your classroom teacher.
Portal questions	Teryl Wilson 401-331-9696 ext. 3162 <a href="mailto:twilson@lincolnschool.org">twilson@lincolnschool.org</a>
Program questions	Contact Debbie Hanney, Courtney Dubois, or Kim Lough.
Questions about a particular class	Ask your classroom teacher or the specialist.
Athletics (for Grade 5)	Cindy Blodgett 401-331-9696 ext. 3138 <a href="mailto:cblodgett@lincolnschool.org">cblodgett@lincolnschool.org</a>
Athletic calendars (for Grade 5)	Log in to the <a href="#">Family Portal</a> and click on "athletics."
Health and wellness questions	Diane Murphy, school nurse 401-331-9696 ext. 3122 <a href="mailto:dmurphy@lincolnschool.org">dmurphy@lincolnschool.org</a>  Jessie Lund, school psychologist 401-331-9696 ext. 3126 <a href="mailto:jlund@lincolnschool.org">jlund@lincolnschool.org</a>
Progress reports	Login to the <a href="#">Family Portal</a> .
Billing questions	Email <a href="mailto:businessoffice@lincolnschool.org">businessoffice@lincolnschool.org</a>
Financial aid questions	Sue Farnum 401-331-9696 ext. 3153 <a href="mailto:sfarnum@lincolnschool.org">sfarnum@lincolnschool.org</a>
Advancement/Lincoln Fund	Molly Garrison 401-331-9696 ext. 3118 <a href="mailto:mgarrison@lincolnschool.org">mgarrison@lincolnschool.org</a>
Admission	Sue Farnum 401-331-9696 ext. 3153 <a href="mailto:sfarnum@lincolnschool.org">sfarnum@lincolnschool.org</a>
LSPA-parent involvement	Sarah Bouvier <a href="mailto:lspa@lincolnschool.org">lspa@lincolnschool.org</a>
Center for Justice, Peace, and Global Citizenship	Barret Fabris <a href="mailto:bfabris@lincolnschool.org">bfabris@lincolnschool.org</a>
Today's lunch menu	See <a href="#">Lower School Hub</a> for the daily lunch menu.

## Middle School and Upper School

### Middle School

Grades 6–8

#### Debbie Hanney

*Middle School Director*

[dhanney@lincolnschool.org](mailto:dhanney@lincolnschool.org)

401-331-9696 ext. 3160

### Upper School

Grades 9-12

#### Peter Brooks

*Upper School Director*

[pbooks@lincolnschool.org](mailto:pbooks@lincolnschool.org)

401-331-9696 ext. 3143

#### Kara Newman-Gilligan

*Middle and Upper School Dean of Students*

[kgilligan@lincolnschool.org](mailto:kgilligan@lincolnschool.org)

401-331-9696 ext. 3143

#### Kim Lawrence

*Administrative Assistant*

[klawrence@lincolnschool.org](mailto:klawrence@lincolnschool.org)

401-331-9696 ext. 3169

Topic	Contact
How do I report an absence?	Call the front desk at 401-331-9696 before 9 a.m.
How do I access homework when my child is sick?	Log into the <a href="#">Family Portal</a> and check course websites and calendars.
How do I get a message to my child?	Contact Kim Lawrence.
How do I update my emergency information?	Login to the <a href="#">Family Portal</a> and click on "update profile"
After school contact	Contact Kim Lawrence.
Calendars	Login to <a href="#">Family Portal</a> and click on "calendars."
General questions	Contact Kara Newman-Gilligan, Dean of Students, or the student's advisor.
Program questions	Debbie Hanney, MS Peter Brooks, US
Class questions	The class teacher

Course selection	Your child's advisor
Athletics	Cindy Blodgett 401-331-9696 ext. 3138 or <a href="mailto:cblodgett@lincolnschool.org">cblodgett@lincolnschool.org</a>
Athletic calendars	Login to the Family Portal and click on "calendars"
Health questions	Diane Murphy, school nurse 401-331-9696 ext. 3122 or <a href="mailto:dmurphy@lincolnschool.org">dmurphy@lincolnschool.org</a>  Jessie Lund, school psychologist 401-331-9696 ext. 3126 <a href="mailto:jlund@lincolnschool.org">jlund@lincolnschool.org</a>
Where is my child now?	Login to the <a href="#">Family Portal</a> .
Communicating with faculty member	Click on the faculty and staff directory in the portal for email addresses.
College Counseling	Beth Ellis 401-331-9696 ext. 3141 or <a href="mailto:bellis@lincolnschool.org">bellis@lincolnschool.org</a>
Reports	Login to the <a href="#">Family Portal</a> .

# Campus and Facilities

Lincoln School facilities are located on two separate campuses:

The Providence campus is at 301 Butler Avenue on the East Side of Providence, and is made up of Faxon Hall, Dorothy Gifford Science Wing, Paul and Ruth Levinger Dining Room, Francis Wheeler Gymnasium, Ebner, Elson, Hart Music Center, Murray Middle School, Lower School, the Little School, Boss-McLoughlin Gymnasium, 64 East Orchard Avenue, and Dwight House.

The School's outdoor athletic facilities, located at Faxon Farm, 180 Danforth Street in Rehoboth, MA, feature the Murray Family Athletic Complex including a state-of-the-art artificial turf field, two natural turf fields, and the Boss Family Tennis Center with six all-weather tennis courts. The site is also home to the Carriage House and Terrace, historic farmhouse and barn.



# Introduction to Lincoln School

## Defining Statements and Guiding Principles

### **Mission Statement**

Lincoln School's dynamic academic program, rooted in Quaker principles, educates girls to fearlessly embrace the opportunities and responsibilities of full citizenship in a complex world.

### **Values**

We value all-girls education.

We value the life of the mind and intellectual challenge.

We value a global perspective in service of social justice and responsibility.

We value a community of trust and mutual respect which affirms the inherent value of every person.

## School Identity

### **School Motto**

Love, Loyalty, and Lowliness—the love of individuals, humanity, learning; loyalty to others, family, school, and country; lowliness, in the ancient sense of the word, a quality of self-confidence which allows one to encourage and to respect the strengths of others.

### **School Mascot**

To celebrate the opening of the Boss-McLoughlin Gymnasium in 1986, the students selected a mascot, the Lynx. The mascot represents the linking of school to the individual, and the agility and strength displayed by the Lincoln's teams.

### **School Name**

Lincoln School (not The Lincoln School) was named to honor John Larkin Lincoln, who was a professor of history at Brown University and an early advocate for equality in the education of girls and young women. He was admired for his high standards of education by the School's founder, Mrs. William Ames, mother of Daisy Dwight.

## Quaker Heritage and Traditions

Lincoln's educational philosophy and practices incorporate the Quaker testimonies of Simplicity, Peace, Integrity, Community, Equality, Service, and Stewardship of the Earth (SPICES) into the lives of its students and faculty on a daily basis.

Lincoln School came under the jurisdiction of the New England Yearly Meeting and of the Religious Society of Friends in 1924 to provide a Quaker education for girls in

Providence. While Lincoln School is no longer under the governance of New England Yearly Meeting, it maintains its commitment to Quaker education as an active member of the Friends Council on Education.

Silent Meetings are held weekly in three Divisions of Lincoln School from Early Childhood through Upper School. The structure of these meetings varies in age-appropriate ways to ensure that students are introduced to this practice in ways that are meaningful to them given their age.

- In the Early Childhood program, a short silence is followed by the celebration of community and of individual worth.
- In the Lower School, a longer silence is followed by a student-led discussion on community values and issues.
- In the Middle School, the concept of a “query,” or essential question is introduced, and a more extended silence comes before a time to share announcements and sentiments about the community.
- In the Upper School, the silent meeting is just that - silence that we hope secures a sense of inner peace and tranquility, providing an opportunity for everyone to learn how to listen inwardly and to perhaps share a piece of one's inner-life. Announcements take place in another space, making a distinction between the peaceful effect of Silent Meeting and the lively tone of Upper School announcements.

Quaker history, practice, and testimonies are woven into the Lincoln program in many ways. The following illustrates a few: Grade 4 visits the Meeting House in Little Compton during its study of the Settling of America; the history curriculum for Grade 8 focuses on Human Rights and culminates in a special project centering on the importance of Human Rights; all Freshmen take a course in Quaker Studies; and Testimonies are incorporated in many areas of school life from community service to Lincoln's edible garden.

Lincoln's [Center for Justice, Peace and Global Citizenship](#) promotes the leadership of students, faculty, alumnae, and parents who embrace the values of Lincoln School and strive to construct new models for inclusion in keeping with our mission as a Quaker School. The Center organizes [annual school-wide events](#) such as Morgan Stone week, Future is Feminist week, and Lincoln Environmental Action week, in addition to many other community events that promote diversity and Quaker testimonies at Lincoln and bring these ideals out into the community.

The Quaker Life and Education Committee (the “QLEC”) is a committee of faculty, staff, and administration. The QLEC meets monthly to review our work as a Quaker School and to explore new opportunities for outreach and strategies for keeping our Quaker traditions and values vital and accessible within our community and beyond. All are welcome to attend these meetings.

At Lincoln, our school song, “Simple Gifts,” speaks of discovering humility, a quality of self-confidence which allows us to encourage the strengths and voices of others. As a Friends School, we seek to foster this quality in all our students so they can pursue their

dreams and use their talents in a manner that encourages social responsibility and compassion for others.

## Core Tenets of Lincoln School Integrity of the Individual

Our philosophy begins with the basic assumption that each student operates from that which is good within her. Each student is provided an opportunity for independence appropriate to her age and developmental level. Hand in hand with this independence, students are responsible for upholding the core tenets of the community. If a student's behavior violates these tenets, the situation will typically be reviewed by the Division Director and Dean of Students, in consultation with the student's advisor and her parents. Through this process, appropriate consequences will be determined with the possibility of separating the student from Lincoln School.

A Lincoln Student is expected to:

- be honest in her work, actions, and speech.
- respect the privacy of others' feelings and property.
- extend courtesy and concern for every individual.
- honor the differences of every individual.
- respect and protect the School's facilities and reputation.
- attend with punctuality every class, appointment, or assigned commitment.
- uphold and abide by the law, and not possess, use, or transfer any controlled chemical substances including, but not limited to, tobacco, alcohol, electronic cigarettes/vapor products, or any illegal substances-including edible THC/CBD.
- respect and abide by the rules of any school which she visits, and expect the same of her visitors.

## Affirmation of Community Values

Our community comprises a wide spectrum of individuals, from all who attend and work at Lincoln School on a daily basis to those who are connected to the School in other ways. Quaker philosophy centers on the belief that each person operates from "that which is good within her." Each member of our community agrees to promote this philosophy by recognizing "that which is good" in others. Therefore, we are expected to treat all others with respect.

Lincoln School is a community of learners; Quaker values of honesty, respect, and simplicity form the foundation of our school community. Students agree to honor these values. They are accountable for their actions; they recognize that their choices affect both themselves and the well-being of the entire community.

Lincoln School is an inclusive community that honors the dignity of all people. The School will respond to any behaviors that violate our community values and/or do not provide a safe learning and work environment for members of the School community.

## Non-Discrimination Policy

The School admits qualified students of any race, color, national or ethnic origin, ancestry, religion, sexual orientation, gender identity or expression, mental or physical disability, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, national or ethnic origin, ancestry, religion, sexual orientation, gender identity or expression, mental or physical disability, or any other status protected by applicable law in the administration of its admissions, financial aid, and loans, and its educational, athletic, and other programs.

## Racist Behavior and Hate Speech

“Hate speech,” defined, for the purposes of this policy as “writing, or symbols that target an individual’s race, ethnicity, appearance, sexual orientation, gender identity, nationality, ability, religious identity, or any other aspect of identity” are not permitted at school.

Racist behavior and hate speech—including slurs, jokes, memes, threats, symbols, and physical assault, and other behavior that disrupts the Lincoln School environment are not permitted. Use of the “n-word,” any of its variations, or other derogatory language is prohibited on Lincoln School property, during School events or in any other physical or electronic forum if such speech affects any student’s experience at School. In an academic context, documents/films/texts/etc. that include this type of language are reviewed by faculty, department heads and the administration in light of the above-stated norms. Outside of the academic context, any forms of media, (music, movies, etc.) that include the use of this language are also prohibited at school or at School events (athletic practices, bus rides, games, dances, etc).

Community members who use derogatory language or hate speech in a mocking tone, will be considered in violation of the community norms around language and behavior.

If behavior, speech, or any other activities (including, but not limited to social media posts) that violate the above-stated policies find their way into the School community (even if they don’t happen at school or while school is in session), they will be treated with the same seriousness as incidents that happen at school.

## Governance

The School is governed by a self-perpetuating Board of Trustees. It is the responsibility of this body to plan, develop, and establish policy and to assess the performance of the School consistent with the School’s mission and philosophy. The Board of Trustees is responsible for the selection of the Head of School and works in close collaboration with the Head of School, though the Head of School is responsible for the implementation of policy and the day-to-day operations of the School.

For a list of the School’s current Trustees, please visit the School’s website.

# Daily Life

## General

### Calendars

Refer to the portal at [portals.veracross.com/lincoln](http://portals.veracross.com/lincoln) for the most up to date calendar. The School Calendar has every event listed.

### Religious and Cultural Observances

If a family celebrates a holiday for which a student will miss school for religious observance and worship, the family/student is asked to contact the teachers at least one week in advance to coordinate appropriate support for the student. As a general practice, teachers try to avoid scheduling major activities, assignments, or assessments on religious holidays. Long-term assignments (assignments scheduled before the day immediately preceding a holiday and due on a day other than the day immediately following a holiday) may be assigned.

### Snow Days and Emergency Closings

Lincoln utilizes **Blackboard Connect**, an electronic emergency notification system. All families should have updated their contact information in the family portal under household profile update. Visit [lincolnschool.org/snowday](http://lincolnschool.org/snowday) for updates.

Below are the procedures that we will typically follow in the event of snow or severe weather:

- If Lincoln School is closed, Little School will also be closed.
- When school is closed, all school activities are canceled.
- If school is canceled, the decision will be made by 5:30 a.m. and will be announced on radio, television, the school website, the school phone system, and through Blackboard Connect.
- If the city of Providence declares a parking ban, Lincoln must automatically close.
- If the weather is in question and we feel that it is necessary to make a change to the normal school day, we will send a Blackboard Connect notification and post information on the School website. Your children will be safe, warm, and well taken care of until you are able to pick them up.
- **If Lincoln is in session on a day that you feel the roads are unsafe, we respect your decision to keep your child at home or pick them up early.** Weather will be noted in the attendance roster.

## **Parking/Carpool**

With our students' safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the School or on the grass. For safety, and in consideration of the School's neighbors, please drive slowly on School grounds and in the surrounding neighborhood and refrain from using cell phones while driving on campus.

## **Bus Information**

Bus ridership is provided for all students who take part in field trips and interscholastic athletics, and we expect that proper behavior will be maintained. The same principles of behavior that prevail on campus extend to School buses and other modes of transportation to and from School-sponsored events.

## **Visitors to Campus**

For the safety of our students, our Visitor Pass policy includes parents, family members, alumni, and visitors from outside of the School community. Upon arrival, all visitors are requested to check in at the Front desk in all academic buildings to obtain a Visitor's Pass. Special events for an entire class and all School meetings are exceptions to this policy.

## **Pets on Campus**

Family pets need to be left at home at all times for health and safety reasons. They should not be in attendance during the school day or at special occasions. If a student wishes to bring a family pet for Show and Tell, a brief visit can generally be accommodated- Division Director approval is required. If approved, The pet must remain with the student at all times. No matter how gentle and beloved, we do not want a dog, cat, ferret, bird, or any other pet introduced into a classroom, hallway, or play area where a student may have severe allergies or fears that can be triggered by the presence of animals.

## **School Store**

The school store is online and can be accessed at [www.lincolnschool.org/schoolstore](http://www.lincolnschool.org/schoolstore).

## **Bring Your Own Device ("BYOD")**

For Lower School students, the School provides access to mobile devices for students' use during the school day. These mobile devices serve as valuable tools for students, providing structured, monitored, and equitable access to resources that students will need to complete assigned work. All mobile devices are expected to be used for academic purposes only.

In the Middle and Upper Schools each student needs a device in class—either one provided by families or a long-term loaner. Google Classroom is our learning management system (LMS) for all courses, and students are expected to utilize online textbooks and materials and Google Docs for writing and collaboration. Click [here](#) to request a long-term Chromebook for loan 2021–22 school year.

In the event that some students have a particular learning need not adequately supported by the School's computer resources, accommodations may be made to allow students to bring their own personal device to School. Accommodations will be made on a case-by-case basis, and will be informed by documented assessments of the individual student's learning needs. The School will not be held responsible for computer loss, theft, or damage that may occur. Mobile devices will be used to support learning needs, and must be stored securely when not in use.

## Email

The School provides students with an email account which should be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.). Students are expected to comply with the policies outlined in the School's Acceptable Use Policy when using their School-issued email account.

## Student Lockers and Valuables

Upper and Middle School students are provided with individual lockers. All lockers are the property of the School and are subject to search and inspection. Personal materials are to be stored in lockers. All books and notebooks should be properly identified with the labels provided. A student should never open another student's locker. Decorations must be in the spirit of good taste and judgment (at the discretion of the School) and need to be taken down within two weeks of the end of the academic year. Lockers should be kept neat and organized. The area around lockers is students' responsibility and should be kept clean. With the exception of bottled water, food may not be kept in lockers.

Students should bring to school what they need for the academic and extracurricular programs. Bringing toys from home can create a have/have not environment, a situation which we try to avoid. They should certainly not bring any item of value. All valuables, including iPads, computers, jewelry, and money should not be brought to school unless approved by the school.

## Surveillance Cameras on Campus

The School has installed video cameras at certain open and public spaces on campus, such as all official entrances to the School's campus, as well as at key campus crossroads. The School seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the School's employees, students, families, and guests. In all cases, security equipment is used in a manner that adheres to legal statutes and ethical standards where the right of privacy is concerned and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc. In addition, all entrances to the School's campus are posted with signs notifying School community members

and other visitors that there are video surveillance cameras actively in use on campus. These surveillance cameras record visual footage in each location, but do not record any sound or other audio.

## **Lost and Found**

Please be sure to mark students' clothes with the student's name in indelible ink or with sewn-on labels. All unmarked clothing will be put into the lost and found box. Anything left unclaimed past a six-week period will be donated to charity or used at the staff's discretion. Visit the Lower School Hub for a virtual lost and found with pictures.

## **Gift Giving**

Gifts from individual families to teachers are in no way required or expected.

Gift giving among students at school can lead to both awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

## **Security, Emergencies, and Drills**

Lincoln School takes the safety of its students and the community very seriously. There are systems in place in the event of an emergency on campus, and regular drills are conducted to make all those on campus aware of the procedures.

## **Lower School Daily Life**

### **Attendance Policy**

Absences because of illness or family emergency are typically excused provided that the family follows the proper procedure for notifying the School. Parents should telephone the Lower School Office in the morning to inform the Lower School Administrative Assistant of their child's absence.

The School provides a generous vacation schedule during the academic year to accommodate family vacations and therefore discourages extended vacations and vacations taken when school is in session. While vacations and travel can offer learning opportunities, students who miss school for additional vacations miss valuable learning time that cannot be replicated. The school does not excuse students for family vacations that fall outside of the school calendar, nor can faculty necessarily have assignments in advance. If a family opts to take their children from school for a vacation, the family should plan to make up missed work within a week of the child's return.



## Arrival and Dismissal

### Arrival

School for K–5 begins at 8 a.m., and all students should arrive at their classroom by 8 a.m.

Arrival will take place in 2 locations, specific to specific grade levels.

#### *For Oak and Ginkgo*

Drop off is between 7:30 a.m. and 8:30 a.m.

A teacher is scheduled to be at each door to greet the children from 7:30 a.m. through 8:30 a.m. each morning.

#### *For Grades K–5*

- Please drop off in the front circle at the red doors to the main building. Staff should be present to escort the students to their classrooms.
- We ask that parents in these grades **only walk their child to the Lower School front door; not inside the building.** Individuals who walk their children to the front circle should adhere to social distancing requirements.

Parents have two options:

- *Extended Morning* begins at 7:30 a.m. and will be held in each homeroom.
- *Late Arrival* begins at 8 a.m. Any student arriving late should be escorted by her parents to the main doors of Lower School, where the Lower School Administrative Assistant will admit her and ask her to report to Mrs. Donnelly before proceeding to class. We ask that parents not enter the building.

### Dismissal (if not attending Extended Day)

Dismissal will take place in the front circle, using the following schedule.

- Early Childhood through Grade 5 will dismiss at 3:05.
- We follow the below guidelines in an attempt to provide a safe and smooth transition for all.
  - Dismissal is through the car line only. Please do not walk up to pick up your child.
  - Parents with children in both clusters of grades should arrive for the older child's pick-up time.
  - Parents should pull up as far around the circle as possible and keep moving up as the car line moves forward.
  - Parents should stay in the car, unless they need to secure a child in a car seat.
  - Staff will escort your child to the car.

- If a class has not yet been dismissed, parents may be asked to circle so that we can keep the car line flowing.
- Please put your car line placard (which you will receive at Parent Night) in the front passenger window of your vehicle, so that we can expedite dismissal.

### Extended Day

The School runs an Extended Day program for students in Kindergarten through Grade 5 from 3:05 p.m. to 5:30 p.m. on most school days.

In order to ensure adequate staffing, parents should sign-up per trimester. Please contact Meaghan D'Abrosca with any questions about Extended Day.

#### *Dismissal from Extended Day and Homework Club*

- Students participating in Enrichment only will dismiss at 4:30 p.m. promptly in the Lower School parking lot. Parents should remain in their car and students will be dismissed to them.
- Parents of students staying on for Extended Day will be asked to call ahead so we can have your child ready for pick up.
- K-2 grade parents will be asked to pick their child up directly from the exterior door of the classroom.
- Grades 3-5 will pick up directly from the library door.

Please be sure to update the list of individuals who have permission to pick up your child throughout the year. This is done in the family portal by clicking on *Profile Update*.

If your child takes a school bus home, a faculty member will escort your child to the bus stop and stay there until the last child boards her bus. In the unlikely event that your child's bus does not arrive by 3:30 p.m., she will be walked back to Lower School and her family will be contacted.

## Changes in Pick-Up Arrangements

Any changes in a child's dismissal plan should be communicated to the school in writing or by calling Mrs. Donnelly. In case of an emergency that prevents a parent's timely arrival, parents should telephone the Lower School Office at 401-455-1109 or 401-331-9696 ext. 3109.

## Recess

A recess is typically held each morning for free play and snacks. We ask parents to send a nutritious snack to eat at recess.

## Lunch for Students Grades 1–5

Our all-School lunch program is provided to all students in Grades 1 through 5. Students will eat in the Dining Hall or outside, getting outside as much as possible for lunchtime. Families can visit the Lower School Hub to see and discuss lunch menu choices with their child.

## Outside Food Policy/Treats

- Consistent with the School's efforts to confidently and consistently provide a safe and equitable environment for all students, we ask that parents not send in food as a birthday celebration or as snacks for the class. Birthdays can still be celebrated in ways that do not include food, and classroom teachers will share possibilities with parents and students.
- Up to four times a year, the class might have an occasion with food, such as a Celebration of Learning or a holiday celebration. The room parent and classroom teacher will work with parents so that ingredient lists will be made available to families in advance and food that accommodates dietary restrictions will be served.
- Any classroom cooking activities will adhere to the peanut/tree nut policy and should not include ingredients from the dietary restriction list of the class.

## Middle School/Upper School Daily Life

### Daily Schedule

Lincoln will be operating on a seven day rotating schedule. All schedule updates, as well as special schedules, will be on the family and student portal calendars, in the GreenScene, and on the website calendar.

### Attendance Policy

A student's responsibilities to the community include full attendance, and therefore each student is expected to attend school while it is in session, namely from 8:00 a.m. to 3:15 p.m. on most school days.

### Absence from School

- Parents are expected to contact the school by 8:30 a.m. to communicate a student's absence.
- Repeated unexcused absences will typically result in a parent/student meeting with the Dean of Students.
- Students must be in school by 10:00 a.m. in order to participate in afternoon and evening programs that day, including sports, performing arts, and special events.
- Students with absences of more than 10% of school days (approximately 17 per year) will come under review by the Dean of Students and the Division Director. A student in this situation risks losing credit for missed courses.

## Excused Absences

If a student is absent because of illness or other unexpected circumstances, her family should contact the front desk at 401-331-9696 between 7:30 and 9 a.m. to report the absence. After the first period, the School will typically call the home of any student from whom no word has been received. An absence will be considered unexcused if a student's family does not contact the school with an acceptable reason for the absence and/or if the School is unable to reach the family to determine the reason for the absence.

If a student knows in advance that she will be missing school for any reason, she must fill out the Excused Absence Form and have it signed by her parents, teachers, advisor and dean at least 24 hours before the absence. The form should then be turned in to the receptionist or Dean of Students.

## Unexcused Absences

When a student has an unexcused absence, the Dean of Students will typically contact the parents of that student to discuss the absence. The student will be responsible for working with her advisor to set a plan for making up missed work.

## Repeated Absences

A student with excessive excused or unexcused absences (approximately 15 days of school) will come under review by the Dean of Students and Division Director. A student who comes under review for her attendance risks losing credit for missed courses.

## Participation in Extracurricular Activities

In most cases, if a student is not in school by 10:00 a.m., she may not participate in any extracurricular, athletic, or School-sponsored activity that day. If a School-sponsored extracurricular activity requires an early dismissal, students are responsible for all missed work and assignments.

## Missed Class

If the School determines that a student has intentionally missed a class, she will be required to meet with the Dean of Students and may face disciplinary action.

## Family Vacation

The School understands the importance of family vacations and provides time for them during the academic year at Thanksgiving, winter break and spring break. We strongly discourage families from taking vacations that would necessitate a student missing school.

If a family decides to take a vacation that requires the student to miss school, they will need to submit, for approval, an extended absence request form to the Dean of Students. Faculty will only make assignment accommodations for families that follow through on the process outlined above. Please plan accordingly.

## Appointments

Appointments, other than medical appointments, outside of school during the school day are strongly discouraged. If for some reason an appointment must be scheduled during the day, parents must send an explanatory note, email, or phone call to the front desk receptionist by the start of the school day on the date of the appointment. In the case of a medical appointment, parents will also be required to provide a doctor's note in order for the absence to be considered excused.

## Early Dismissal

A student may be excused for a medical reason or a family emergency at the discretion of the School. A parent must inform the School prior to the early dismissal, explaining the reason and stating the specific departure time. The student must inform her teachers whose classes she will miss and must then sign out. Students will not be dismissed early to retrieve items left at home such as homework or athletic equipment. Students are responsible for missed work.

## Student Parking (Upper School)

As good members of this community, we must respect our neighbors, particularly in respect to the use and parking of cars.

- Students may NOT park in the Front Circle at any time.
- Students may NOT park on the Patterson Street side of The Carriage House.
- Students may NOT park on either side of East Orchard between Butler Avenue and the front circle.
- Student cars must be registered at the front desk.
- Students must observe the local speed limit and must drive responsibly in the neighborhood and elsewhere.

Students reported driving recklessly will be reported to the Upper School office and will meet with the Dean of Students. Any violation of these rules may result in the student losing the privilege to drive on campus.

## Jobs

The nature of the School's college preparatory program makes it difficult for a student to devote adequate time to school while holding a job. Any student who considers taking a job outside of school should discuss those plans with the student's parents and advisor. Students who have jobs should understand that commitment to school should come first and going to a job is not an excuse for missing classes or other curricular requirements.

# Academic Program

## General

### Study Habits

It is important that students develop a responsible approach toward their schoolwork, planning their time outside of school so that they complete their assignments to the best of their ability. The faculty ask that parents help in developing students' healthy study habits by encouraging students to study in a quiet room and by discouraging television viewing, recreational computer use, and telephone calls during the school week.

In the event of a student's absence from class, classroom teachers will coordinate with families/students to help them manage homework and classroom assignments.

#### *Parental Guidance*

Parents play a key role in helping students with organization and time management. Of course, students should complete the homework independently so teachers can accurately assess individual academic achievement and needs. The School anticipates that, at times, students will struggle with their homework. Below are a few ways for parents to support the students:

- **Find a steady study spot.** This should be the same spot each day, and if possible, outside the hustle and bustle of family life, with all the necessary materials on hand such as a dictionary, thesaurus, calculator, pencils, paper, graph paper, calendar, etc.
- **Set a time.** Work together to set and live with a definite study time.
- **Diminish distractions.** Television, telephone, family members, etc. can interrupt concentration.
- **Build in a breather.** Breaks can increase productivity. If necessary, use a timer to signal the beginning and the end of a break. Snacks are excellent study aides.
- **Sharpen focus.** Students should develop an awareness of time by estimating how long an assignment will take prior to starting it.
- **Watch for homework overload.** If the student seems to be overloaded, limit the student's time-on-task and encourage the student to talk with or write to the teacher the following morning, explaining the problem.
- **Stick to a regular bedtime.** A good night's sleep enhances school success.

#### *Active Studying and Homework Strategies for Students*

- **Organize, organize, organize.** Write down assignments, organize school supplies as suggested by teachers, and use a consistent place to carry completed homework to school for every subject. Consider calling a reliable classmate with questions about an assignment.

- **Skim over** any reading assignment before reading it closely.
- **Look it up**, if the definition is unknown!
- **Plan time**. If a teacher has given three weeks to complete an assignment, work on it a little each day. Please do not leave it to the last minute.
- **Learn to outline** and to rely upon it. The outline is a valuable tool for helping organize thoughts and review material.
- **Recite, describe, and explain** aloud the topic in one's own words.
- **From memory**, draw and label a diagram, map, sketch, or chart, and then check the information for accuracy.
- **Write questions** that may be on a quiz and recite the answers aloud. Make a list of important concepts, or write a set of flashcards. Flashcards may be especially helpful in memorizing metric and vocabulary stems, element symbols, Latin and Spanish.
- **Practice, practice, practice**. Just like sports, students can practice academics, especially math and science problems, or speaking in another language.
- **Enlist family members**. Perhaps parents will learn something new!

## Promotion Standards

Teachers, along with the Head of School and the Administration, make the decision regarding a student's placement and readiness to move from one level of the School to the next. The School must determine that a student is ready physically, emotionally, socially, psychologically, and academically in order to move to the next level.

## Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer their children the appropriate accommodations to help them be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable laws. For students who seek additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family and the Division Director and Learning Specialist.

Even after supportive services and accommodations have been put in place, a student may still not be able to satisfactorily fulfill the School's academic requirements. In such instances, the student's homeroom teacher, advisor, the Head of School, Division Director, and/or other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, the Head of School and/or Division Director will decide whether it is appropriate for the student to remain at the School.

## Tutoring

Learning challenges can be encountered in the classroom that cause student, teacher, and parent concern. The teacher is always the first line of remediation, and it is the teacher who offers suggestions to parents about home assistance or teacher help. The teacher knows the student's history from the student's file and has the kind of daily learning encounters that can best identify problems and suggest skill-building extra help.

Tutoring may be mandated only for a defined period of time, until a student can return to working comfortably without assistance, so that the full extent of the program can be part of each student's daily routine. The School's resources are designed to assist students individually when needed over the long term, so dependence on tutoring is neither desirable nor necessary. Time available during the day is best used on program requirements, homework assignments, and meetings with teachers. Parents are expected to make arrangements for tutoring off campus and at times that do not conflict with regular School obligations.

The School does not have an "approved" list of tutors, although we have worked productively with some over a number of years, nor do we have a review or evaluation system that assesses tutors' pedagogical skills or places them under any kind of School supervision.

All tutoring sessions with outside of school tutors, whether required by the school or voluntary by families must take place on zoom and should not interfere with a student's daily academic program.

## Libraries

The school libraries are available to serve the needs and interests of students, faculty, staff, and families. Students learn to use various library resources within the context of their classes, and teachers are available to assist with research, reference material, and general questions about the library.

Please follow the proper procedures for borrowing library materials. Families will be held responsible for the cost of lost or unreturned books and materials.

Students in Early Childhood are not eligible to borrow books, but their parents are welcome to check out books on their behalf. The librarian is happy to put together book bags for parents. Although the circulation period is one week, students may renew their books as often as necessary.

### Lost Books

Although there are no fines for late books, the minimum charge for each book unreturned or damaged beyond reasonable wear is \$20. The cost of unreturned paperback fiction is \$5. A higher charge will be made for the replacement of more expensive materials.



## Standardized Testing

Standardized tests are administered to all students in Grades three through eight. The Comprehensive Testing Program of the Educational Records Bureau (commonly referred to as the “ERB”) is given in the spring. Results are sent to parents by the School.

In mid-October, tenth and eleventh grade students are registered for and expected to take the PSAT administered by the School on campus. The School recommends that eleventh grade students take the SAT and ACT in the winter/spring, and either or both tests an additional one to two times in the fall of their senior year. Many students also choose to take the SAT subject tests to meet college application requirements in addition to the SAT, on a schedule similar to that of the SAT.

For the ACT and SAT results, students must contact those testing companies directly. Please keep in mind that the School only registers students for the PSAT; students must register for the SAT and ACT through the respective websites: [www.actstudent.org](http://www.actstudent.org) and [www.sat.collegeboard.org](http://www.sat.collegeboard.org).

## Lower School Academic Program

### Curriculum Overview

#### Little School (6 weeks through 3 years)

Little School at Lincoln is a warm, child-focused environment that exudes joy. Children play, dance, sing, create, share stories, investigate nature, and share meals with friends. It’s all part of the unique path to discovery we offer for boys and girls six weeks through three years through our child-directed, Reggio Emilia-inspired approach, which emphasizes collaboration and process.

The Little School curriculum also benefits from belonging to the larger Lincoln School community and campus, with specialist and extracurricular classes including foreign language beginning at age two, as well as library, music, and physical education.

#### Early Childhood and Lower School (3 years through Grade 5)

Lower Schoolers at Lincoln eagerly explore, question, and reflect. They might collect and examine sea life along the shores of Narragansett Bay, or problem-solve through an engineering design challenge. Later, they might analyze issues of social justice, hearing from a Holocaust survivor as a guest speaker. Experiences like these create critical and passionate thinkers who possess solid foundational skills. Our students learn to face and embrace problems, to be leaders, and to act as caring and cooperative classmates.

Along the way, we support children’s needs and encourage their strengths by getting to know them as individuals and partnering with their parents. We celebrate their

accomplishments through school-wide gatherings, fostering a sense of community and pride. Our ultimate goal is to help students become engaged, enthusiastic, and confident learners.

## Homework

Homework can be an extension of classroom work. Parents can best help by being supportive, expressing interest, and offering encouragement. Homework assignments will be listed in Google Classroom daily. If your child is confused about a homework assignment, we encourage her to do her best and to seek help from her teacher the following morning. Parents should not hesitate to consult the teacher by calling the school, leaving a message on voicemail, or emailing when there is uncertainty about an assignment.

## Homework Club

Homework Club runs from 3:30 p.m. – 4:30 p.m., is open to Grades 3–5, and is supervised by a Lower School teacher or Extended Day staff member. The students have a quiet place to complete their homework and may use computers if the assignments require it. The teacher reinforces study skills (such as, which assignment is your priority?) and helps as needed. Homework Club will be held in the Lower School Library.

# Middle School/Upper School Academic Program

## Curriculum Overview

### Middle School (Grades 6–8)

Middle School at Lincoln means classrooms, hallways, art spaces, sports fields, science labs, and performance spaces bustling with student activity, the exchange of ideas, and girls doing what they do best in these years: learning by doing, experimenting, and communicating. The result? Middle Schoolers who are big thinkers: smart, funny, thoughtful, courageous, and kind.

Glance into the algebra classroom and you'll see students working together to solve complex equations. Enter a science class and you might find students down on the floor testing out the cars they built learning the laws of physics. Or stop by the meeting room to watch girls speak in Spanish together and learn salsa dance from their teacher. As they study and explore, our students develop confidence and self-advocacy skills that will serve them in Upper School and beyond.

In addition to their core academic classes, Middle School students choose from enrichment electives such as chorus, musical ensemble, visual art, and robotics. Together they participate in high ropes courses and community building, experience week-long engineering immersion programs, and, as eighth graders, travel to New York to visit the United Nations as the culmination of a human rights course. Outside of class,

Middle School girls can explore their interests through extracurricular activities like the athletics, dramatic arts, and more.

## Upper School (Grades 9-12)

Intellectual engagement, character development, and community are at the heart of learning in the Upper School at Lincoln. Within our rigorous and globally oriented academic program, students immerse themselves in a wide range of course offerings, both on our East Side campus and through our partner organizations in the Greater Providence area and around the world.

You might find Upper School students collaborating with peers to troubleshoot the mechanisms of a student-designed robot, reciting Shakespeare monologues on stage, dissecting the meaning of a nuanced passage in a novel, or learning to fabricate metal sculptures at the Providence Steelyard. Through these experiences they learn that no field is out of their reach, no challenge too big to tackle.

Upper School students craft individualized academic programs based on their interests and passions, built around a robust core curriculum. Small classes allow our faculty to support each student in her intellectual development while fostering an engaging, collaborative, and supportive classroom environment. Over the course of their four years in Upper School, Lincoln students evolve into confident thinkers and doers who attend top colleges and go on to make an impact.

## Graduation Requirements/Student Course Load (Upper School)

The Board of Trustees confers the Lincoln School diploma by the recommendation of the Head of School and Upper School faculty. The recommendation is based upon the evaluation of the student's successful fulfillment of graduation requirements, completion of each year's work, and her support of the school's tenets.

Each year, students must be enrolled in a minimum of five core academic courses, as well as required arts and co-curricular courses. In addition, students may choose to enroll in elective courses from any department, pending the fulfillment of prerequisite requirements. Six academic courses is considered a strong and robust program. Only in rare cases will students be permitted to enroll in a seventh. Students who wish to do so must submit a formal, written request to the Upper School Director.

The process for course selection for the following academic year typically begins at the start of April. Advisors meet with students in Grades 9–11 to discuss each student's four-year plan and to discuss course offerings. We encourage students to review course descriptions with parents so that both the student and her family have a sense of course direction for the upcoming year. Department heads and advisors are available to help the students make course choices based on interest, course sequence, and prerequisites.

Course registration will happen online. Students will receive a printout of their selections to share with their parents, who must sign and return the form.

See below for a complete list of required courses:

<b>Department</b>	<b>Graduation Requirements</b>
Arts: Performing and Visual (Five semesters)	Studio Art (Grade 9) Performing Arts Elective (Grade 9) One additional Visual Art elective One additional Performing Arts elective (minimum of two) One additional elective from either discipline
English (Four years)	English 9: The Self, the World, and the Word English 10: Literature and the Human Condition English 11: The American Experience English 12: Senior Seminar elective
History (Three years)	Topics in Early World History (Grade 9) The American Experience (Grade 11) Electives One additional year of History study- Grade 10 history is highly recommended
Mathematics (Three years; four years recommended)	Algebra 1 Algebra 2 Geometry Pre-calculus (recommended)
Science (three years; four years recommended)	Physics Chemistry Biology
World Language (three consecutive years in a single language; four years recommended)	Arabic French Latin Spanish

Co-curricular Courses	Grades 9-12
Grade 9 Seminar	Grade 9
Ethical Global Citizenship and Sophomore Speaker Series	Grade 10
College Counseling Seminar	Grade 11
Health	Grades 9–11
Physical Education/Sports	Grades 9–12
Senior Community Action Project	Grade 12

Departmental requirements comprise 16-and-a-half required academic credits. A comprehensive and well-rounded secondary school education includes additional courses in areas of interest to provide depth as well as breadth in the program of study. Other courses may be selected from the Arts (Visual or Performing) or from an elective course in English, World Languages, History, Technology, Mathematics, or Science. Course availability will be subject to course enrollment.

### **Adding and Dropping Courses (Upper School)**

Students may add a course during the first three weeks of the semester by filling out an Add/Drop Request Form and collecting all required signatures.

Students may drop a course during the first five weeks of the semester by filling out an Add/Drop Request Form and collecting all required signatures.

#### **2021–22 Add Dates**

***Fall: September 1–September 17***

***Spring: January 23–February 11***

#### **2021–22 Drop Dates**

***Fall: September 1–October 1***

***Spring: January 23–February 25***

An Add/Drop Request Form must be completed and signed by the student, advisor, parent, and department chair, and returned to the Upper School office before the designated add/drop date. Upon approval, the student will receive an updated schedule.

All classes dropped before the end of the drop period will be removed from the student's transcript.

All classes dropped after the end of the drop period will remain on the transcript and receive a grade of W (withdrawal) with a Pass/Fail designation. This includes students who change course levels- e.g., Honors to regular or vice versa

All students must remain in their originally scheduled classes until they receive their new schedule confirming that the schedule change has been approved.

## Homework

Homework is an essential dimension of any college preparatory program with high expectations for its students. Students may expect a homework assignment in every subject area on the nights before that particular subject meets. In sum, the average student can expect a varying nightly homework load, depending on course load and grade level. However, since there can be variation in the amount of time that it takes students to complete their assignments, students who experience more than the recommended amount of homework in any subject area should be sure to consult their teacher or their advisor.

## Late Work

In order to succeed, Lincoln students must cultivate time-management skills. A crucial aspect of time management is communication. Students must communicate with their teachers and advisor to let them know if they need help managing their time.

Students are expected to complete major assessments and homework assignments on time. Students should not expect to receive full credit for assessments or homework that are not completed in a timely manner. If a student is consistently late with her assignments, they may be required to attend Late Work Study Hall after school. Late Work Study Hall takes place each day after school from 3:25 p.m. – 4:30 p.m.

## Extensions

Lincoln School understands the busy schedules (Academic/Extra-Curricular) that our students maintain. Therefore, at the discretion of the classroom teacher extensions may be given to the students under the following conditions:

- The student requests an extension in person with a teacher at least 24 hours in advance of the due date.
- The student has a reasonable explanation for why the extension is needed.
- The student assumes the responsibility to work with her teacher to develop a plan to complete the work.

## Academic Reporting

Student grades are reported at every quarter throughout the year.

## Grade Point Average (GPA)

Lincoln does not calculate GPAs or rank students. For scholarship opportunities that require a GPA, please contact the College Counselor, Beth Ellis, (ext. 3141) with questions.

## Grading System

Lower School students receive narrative reports quarterly, which include grade-level benchmarks.

In Middle and Upper School, grades are to be given as letters, as indicated below along with a description of the level of work that the corresponding grade signifies.

A	Work of consistently high caliber Participation in class discussion outstanding in quality Intellectual enthusiasm Considerable initiative and originality in approach Ability to apply the factual material learned, draw conclusions, make comparisons, and develop general concepts
B	Good grasp of subject matter Thoughtful applications of facts learned Ability to express ideas with facility and fluency Meaningful contribution to class discussions
C	Adequate understanding and use of subject matter Acceptable class participation and preparation
D	Work slightly above minimum requirements. (This level of work at year's end gives little promise of marked success in any further study of the subject.)
F	Work not meeting minimum standard

## Grading Scale – Numerical Equivalents

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	0-59

## Academic Review

If a student is struggling to complete her work or is consistently receiving grades in the C and D range, a meeting may be scheduled with the student, her advisor, Division Director and parents to set a **support plan** for the student moving forward. This meeting can be initiated by the student, her family or her teacher(s).

A student who is not able to meet the parameters of the support plan will be placed on academic review.

## Incomplete Course Work

An incomplete grade 'I' may be recorded when a student is unable to complete course work as a result of serious illness, accident, family emergency, or other reasonable extenuating circumstances as determined by the Division Director. Missing work should be completed within six weeks of the original due date. If the missing work is submitted within this timeframe, teachers will issue a final letter grade replacing the temporary 'I' designation. If missing work is not submitted during this timeframe, the student may earn a failing grade. The six-week time limit may be extended only through written consent of the Division Director in response to a written request initiated by the student/parent.

## Honors Courses

Honors sections are offered in some subjects. Course selections are based upon factors including the following: prior performance, standardized testing, placement tests, and department approval.

## Independent Study

The purpose of Independent Study is to afford students the opportunity to pursue a course of study on a topic that has significant importance in the development of their overall academic program. Independent Study courses are meant to enhance, not substitute for, regularly scheduled academic courses. We do not offer independent study in a course that is offered in the curriculum. In most cases, the Independent Study should be a sixth course, not an alternative to a fifth course. Students should discuss Independent Study ideas with faculty in the appropriate academic department. They should identify a faculty advisor with the expertise, interest, and time to support and supervise their study. Faculty are usually pleased, but are not obligated, to supervise Independent Study. Then, students submit the Independent Study proposal to the Independent Study Coordinator. Grades and credit for Independent Study appear on students' transcripts.

## Summer Projects and Courses

The School does not customarily award credit for required or enrichment courses taken during the summer. However, for a number of reasons, students may elect or be required to take



essential courses during the summer. In order to do so, they must enroll in a summer course approved by the Division Director and the relevant instructor(s) and department head(s) and/or take a special school exam administered by the appropriate academic department. Arrangements and permissions should be secured well in advance.

Students passing a summer course and/or exam do not earn credit from the School, but successful completion may mean they have earned the right to be advanced to the next course in the School's curriculum.

The School does recommend summer reading, to promote a love of reading and to provide an opportunity for students to explore different literary genres either independently or by reading books in concert with members of their family. Reading lists for students based on grade level are posted in the Library.

## College Counseling (Upper School)

The individualized College Counseling Program officially begins in January of the junior year with individualized counseling sessions and a variety of supportive programs. (Please note, however, that the resources of the College Office are available to students and families at all grade levels, and general class meetings with the college counselors occur for both students and parents during all four years of Upper School.) The College Office has an extensive library consisting of college catalogues, view books, scholarship and financial aid information, college and financial aid applications, summer program information, guidebooks, test registration and preparation materials, and information for athletes, including contact information for college coaches.

The core of the College Counseling Program is a sequence of individualized counseling sessions between the School's college counselors and families, with the goal of finding the best college match for each student. This mission is supported by a variety of programs such as essay writing workshops, financial aid workshops, college night programs with nationally known admissions officers, and panels with previous graduates. The College Office also hosts admissions officers each year who visit our campus to recruit Lincoln School students. The College Office personnel work intensively with each student to build an appropriate college list and to complete strong and effective college applications and essays while also writing a letter of recommendation for each student and advocating for them at the colleges to which they apply.

## College Visits (Upper School)

We strongly encourage seniors to plan college visits during the summer after junior year, spring break, holiday break in December, and over long weekends. However, seniors will be allowed three excused college visit days during the academic year. These visits must be cleared through the College Counseling Office. Students must get a [College Visit Form](#) signed by each of their teachers, their advisor, and their dean. This form must be returned to the College Counseling Office at least 3 days in advance.

Juniors are not permitted to use school days to visit colleges. This will be considered an unexcused absence.

## **Graduation (Upper School)**

Graduation provides a special opportunity for friends, relatives, and their extended family to celebrate the unique gifts of the graduating students. Graduation is a special, formal occasion. The Graduation date is published in the School calendar. Rarely, due to excessive snow days, is the date of Graduation changed. Should this happen, the new date would be announced before Spring Break.

# Community Expectations

Behavior is based on respect for others, kindness, awareness, safety, and pride in our School. Behavior is governed by two rules: you cannot hurt yourself, and you cannot hurt others. More than that, however, our expectations of student conduct are aligned with the concepts of character development that underlie all of our guiding principles for students. We expect all students to abide by the School's rules, as described in this Handbook.

## General

### A Statement on Academic Integrity

Honesty is at the heart of Lincoln's mission as an academic community and Quaker school. Academic dishonesty undermines both the community and the students' own learning. Therefore, all students are expected to maintain the highest standards in this realm. Presenting work that is not one's own is plagiarism. Giving one's work to another student is cheating. In every piece of academic work, from homework assignments to exams, students are expected to acknowledge their sources. Students should always consult with a teacher when they have questions or need clarification.

We understand the important role that families play in their child's academic journey. However, it is critical that families support the school's Statement on Academic Integrity and refrain from doing work for their daughter.

### Plagiarism and Cheating

If a faculty member believes that a student has plagiarized or cheated, he or she will speak with the Division Director and the Dean of Students. Follow up discussions will take place involving the student and the advisor. The family will be contacted by the school. If it is determined that a student presented work that was not her own, there will be a disciplinary response as outlined below:

- First time plagiarism/cheating offenses - The student will receive a grade penalty for the offense as determined by the Dean of Students and Division Director and the incident will be recorded in her file.
- Any additional plagiarism/cheating offenses may result in suspension or dismissal as determined by the Head of School and Division Director. Students who plagiarize/cheat more than once may be required to note and explain the incident on their college applications.

Lincoln School believes strongly in capitalizing on teachable moments with students when they make mistakes. All cases of plagiarism/cheating are opportunities for learning and student

growth and will entail extensive conversations between students, their families, and the school's administration.

Instances of suspected plagiarism and cheating among our younger students (particularly in the Lower School) will be treated in an age-appropriate manner.

## Conduct in Testing Environments

The purpose of an exam, test, quiz, or other assessment is to evaluate a student's command of a topic. Students need a proper working environment to demonstrate their knowledge. Students must respect their peers during assessments by arriving on time and avoiding any distracting behavior. Inappropriate conduct during assessments is a serious breach of academic standards and will result in disciplinary action.

## Acceptable Use of Technology

The School is fortunate to have excellent resources for communication and research. Students are expected to remember that any exchange of information within this community must be made in line with the School's general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled in the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled in the School, as set forth in this Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both on and off campus, using the School's network, and accessing the Internet, to which the School expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

*Students may:*

- use technology for school work or class projects and assignments, at the teacher's discretion;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher.

*Students may not:*

- post personal contact information about themselves or other people;
- access or attempt to access network resources not intended for them;
- share their passwords or other's passwords with anyone, with the exception of parents/guardians and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;

- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the School's policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Handbook;
- access or attempt to access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent, and other laws governing intellectual property;
- install or download software on to School computers from the Internet, home, or by any other means;
- create or use a mobile hotspot on the School campus;
- remove any School-owned computer equipment (including, but not limited to, network cables and keyboards) from the School without express permission;
- store personal files on the network, except in their own network user account—any information that a student leaves on a School-owned device may be deleted at any time, with or without notice;
- disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- use the network for illegal or commercial activities;
- vandalize, steal, or cause harm to the School's equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware or software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the School network; or
- be "friends" with, or otherwise directly connect to via online networks and services, any School employee on any social networking site that is not used primarily for educational purposes [(e.g., Twitter is often used by both faculty and the Administration for educational and informational purposes)]. If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify the Dean of Students and/or Division Director.

*Students should understand that:*

- the use of inappropriate language, harassment, and disrespectful comments in email, texting or a chat room, or on a website or social networking site from either inside or outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled in the School, is prohibited;
- there is no guarantee of privacy associated with their use of the School's technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School's network, School-issued devices, or School-administered services (even those marked "personal" or "confidential") will be

private, confidential, or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School's network. Each student consents to the School's right to view and/or monitor the School's network and all of its associated accounts; and

- they will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.

*Parents/guardians should understand that:*

- it is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

*The School may:*

- access, view, monitor, and track any information or communication stored on or transmitted over the School's network, on or over equipment that has been used to access the School's network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery; and
- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

#### Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School's network.

## Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member's use of technology, the student should immediately report the student's suspicions, feelings, and observations to the Dean of Student or Division Director.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

## Sexting and Sexually Explicit Material

The School prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Rhode Island law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.

## Social Media

The School understands the desire of students to use social networking websites, Internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., TikTok, YouTube, Facebook, Twitter, Instagram, SnapChat, Pinterest) (collectively referred to as “Social Media”). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student’s parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand *before* participating in Social Media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the School’s network. Students are expected to comply with the policies outlined in the School’s Acceptable Use of Technology Policy regardless of whether they are using School-provided equipment or their own personal devices.

## e-Safety Policy

The School incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environment for students, employees, and all members of the School community, consistent with the School’s standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School’s online and remote learning environment is subject to the requirements and limitations of the School’s online and remote learning technology.

This e-Safety policy is intended to work in concert with the School’s other rules and policies, including those set forth in this Handbook. Students and parents are, therefore, expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere. This policy sets forth additional, modified, and/or clarified expectations for the School’s online and remote learning environment.

- *Dress Code*: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed.
- *Cyberbullying and Online Conduct*: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students

maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.

- *Remote Environment*: Students may not use virtual backgrounds while participating in online and remote learning environments unless authorized or directed by the teacher. Backgrounds and physical spaces captured in online and remote learning should not have vulgar or profane words or images. Backgrounds should be appropriate. For example, students should not be sitting in a bed, but should be set up at a desk or table.
- *Chat Functions*: Students are expected to use any chat functions in an appropriate and respectful manner.
- *One-On-One Interactions*: School faculty, advisors, and administrators may provide virtual one-on-one meetings with students as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- *Recording*: Online and remote learning sessions and communications should not be considered confidential and may not be recorded. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs.
- *Risk Management*: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

## Gambling

The School prohibits gambling of any kind, including gambling over the Internet.

## Alcohol, Drugs and Tobacco

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaping), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, while enrolled in the School. Such conduct is also prohibited by all community members while on campus and at School-sponsored events and activities. The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.



## Parents' Role in Alcohol/Drug Prevention

Parents are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement.

*As parents, we will:*

1. Become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our children.
2. Develop and communicate to our children a clear position about alcohol and drug use.
3. Promote and encourage social activities without alcohol and drugs.
4. Not serve alcohol to other people's children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into our homes.
5. Support School and law enforcement policies regarding the use of alcohol and drugs by young people.
6. Request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

*In addition, we will:*

1. Take responsibility for our own children and be concerned for the welfare of the children of others.
2. Set a responsible example for our children.
3. Attempt to resist peer pressure and encourage our children to do likewise.
4. Help our children develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
5. Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
6. Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The School's School Psychologist is available for consultation with parents and students on a variety of issues, including drugs and alcohol.

## Inappropriate Items/Weapons

Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited. Any knife other than a pocket or penknife may be considered a dangerous weapon. Certain types of weapons including, but not limited to, blackjacks, slingshots, billy, sandclubs, sandbags, metal knuckles, slap gloves, bludgeons, stun-guns, so called "Kung-Fu" weapons, and fireworks are illegal in Rhode Island. Propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, so as to endanger another, is considered reckless behavior and is also prohibited by the School.

## Search and Seizure

The School may conduct a search of a student and/or the student's belongings, including personal items, such as bags and backpacks, personal electronic devices, and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. Lockers are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Head of School and the Head's designees, as well as law enforcement officials, may search lockers as the School determines may be appropriate, which may include random searches. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

## Lower School Expectations

### Dress Code and Uniform Policy

**Masks are required indoors for all Early Childhood–Grade 5 students. Mask breaks will occur throughout the day.**

#### Oak and Ginkgo Children

Students are encouraged to come to school in simple, sensible, comfortable clothing that can get dirty.

#### Kindergarten

From Monday through Thursday, students are encouraged to come to school in simple, sensible and comfortable clothing.

On Friday, the Lincoln School dress code kilt, jumper, or khaki-colored, cotton twill pants and a black/navy blue/white/forest green/grey solid polo shirt or turtleneck is required for girls.. Sneakers are permitted on Friday.

#### Grades 1–5

**Collared Shirts/Turtlenecks:** Students are required to wear collared shirts or turtlenecks (black, navy blue, gray, white, or dark green) to school every day. T-shirts are not permitted.

**Kilts/Pants:** Students are required to wear either the Lincoln kilt (with shorts or spandex) or khaki or navy blue **uniform style** pants. **No jeans or shorts of any color.**

**Socks/Hosiery:** Students may wear socks of any color. Tights must be black, navy blue, gray, or white, no prints or fishnets.

**Shoes:** Students may wear sneakers or closed-toe shoes with soles (any color). Boots (including Uggs, Dr. Martin's or ankle boots) may be worn to school but must be removed by the start of first period class

**Sweaters:** Students may wear unadorned sweaters or cardigans in solid black, navy blue, white, dark green, or gray.

**Sweatshirts or Fleece Pullovers:** Students may wear sweatshirts/pullovers in black, navy blue, gray, white, or dark green. Sweatshirts/pullovers must be plain or have a Lincoln logo on them.

**Sweatshirts or long-sleeve shirts may not be worn inside out.**

**Accessories:** Scarves of any color may be worn. Hats and bandanas are not allowed (except for head scarves/hats worn for religious, medical or cultural reasons).

**Outerwear/Coats:** Non-Lincoln coats or outerwear are not permitted to be worn during the school day.

*Please be advised that while items in the store bear Lincoln branding, not all are acceptable "in-uniform" colors, and are therefore not appropriate for in-school wear.*

## Length of Kilts

All kilts must be the standard uniform length, at or below fingertips resting at the side. Students whose kilt is too short will be asked to not wear that kilt until it is the designated length.

## PE Attire

Students will be expected to change into their sneakers in the gym at the beginning of class. Gym shorts may be worn under uniforms and uniforms can be removed for class. Lower School students are expected to leave a pair of sneakers at school.

## Uniform Ordering information

All information about ordering uniforms can be found on the Lower School Hub.

## Cell Phones/Mobile Devices

While cell phones/mobile devices provide a way for parents to ensure contact with their children when the children are not on campus, Lower School students are not permitted to use them (for texting, photographing, videotaping, playing games, making calls, or for any other reason) while on campus. Students who carry cell phones/mobile devices to school must keep them in their backpacks at all times while on campus. If a student does not follow this rule, the phone will be turned over to the Director of the Lower School, and parents can pick it up at the Lower School desk at the end of the school day. Repeated infractions will lead to loss of the privilege to bring their cell phone on campus.

# Middle School/Upper School Expectations

## Dress Code and Uniform Policy

Students are required to be in uniform at the start of school day and students are expected to stay in uniform for the duration of the school day from 8:00 a.m.–3:15 p.m. All faculty, Dean of Students, and division directors will monitor the uniform. Students who repeatedly violate the dress code will be required to meet with the Dean of Students to determine appropriate consequences that may include detention or loss of student privileges.

**Collared Shirts/Turtlenecks:** Students are required to wear collared shirts or turtlenecks (black, navy blue, gray, white, or dark green) to school every day. T-shirts are not permitted.

**Kilts/Pants:** Students are required to wear either the Lincoln kilt (with shorts or spandex) or khaki or navy blue **uniform style** pants. **Students may not wear jeans or shorts of any color.**

**Socks/Hosiery:** Students may wear socks of any color. Tights must be black, navy blue, gray, or white, no prints or fishnets.

**Shoes:** Students may wear sneakers or closed-toe shoes with soles (any color). Boots (including Uggs, Dr. Martin's or ankle boots) may be worn to school but must be removed by the start of first period class.

**Sweaters:** Students may wear unadorned (no logos, designs or wording) sweaters or cardigans in solid black, navy blue, white, dark green, or gray.

**Sweatshirts or Fleece Pullovers:** Students may wear sweatshirts/pullovers in black, navy blue, gray, white, or dark green. Sweatshirts/pullovers must be plain or have a Lincoln logo on them.

**Sweatshirts or long-sleeve shirts may not be worn inside out.**

**Accessories:** Scarves of any color may be worn. Hats and bandanas are not allowed (except for head scarves/hats worn for religious, medical or cultural reasons).

**Outerwear/Coats:** Non-Lincoln coats or outerwear are not permitted to be worn during the school day.

*Please be advised that while items in the store bear Lincoln branding, not all are acceptable "in-uniform" colors, and are therefore not appropriate for in-school wear.*

## Length of Kilts

All kilts must be the standard uniform length—at or below fingertips resting at the side. Students whose kilt is too short will be asked to not wear that kilt until it is the designated length.

## PE Attire

- Students will not be changing for PE class.
- They must bring sneakers to school on the days that they have PE

## Uniform Ordering Information

All information about ordering uniforms can be found on the MS/US School Hubs.

## Lateness to School—Face to face

- Students are expected to arrive at school by 8 a.m. for first period class.
- Students who arrive to first period class after roll has been called will be marked as late by the classroom teacher.
- If a student arrives at school late three times, she, her advisor, and her parents will receive an email informing her of the importance of coming to school on time.
- Chronic lateness may result in further disciplinary action.
- Parents are expected to contact the school by 8:30 a.m. to excuse a student who is late to school.
- Upper School Students with first period free must sign in at the front desk before 8 a.m. and report directly to the Wheeler Gym for in school study hall

## Class Tardiness

Students' responsibilities to the learning community include prompt attendance to all classes and events. In the event that a student is held in class after the beginning of the next class period, she is required to ask for a note from the teacher explaining the tardiness.

*Students who arrive late to class are subject to the "Lateness to School" policy outlined above.*

## Leaving Campus

The main campus boundaries are Butler Avenue, Oriole Avenue, and Patterson Avenue.

Students may not go to their cars during school hours without permission from the Upper School office or the front desk.

If a student leaves campus without permission, she will be required to meet with the Dean of Students.

## Cell Phones/Mobile Devices

Cell phones and mobile devices are tools that many parents, students and educators use regularly in their daily life. There are many benefits to using technology appropriately and responsibly. Our goal is to provide the opportunity to use these tools while upholding our commitment to providing an ideal environment for learning and fostering community. As partners with the School, especially at this time when students are developing independence and responsibility, families are asked to call the School if they need to contact their child or leave a message during the school day, rather than sending a text messaging to their child.

All members of our community are expected to use their cell phones/mobile devices in a way that does not compromise their ability or the ability of those around them to learn and to be present. Because we acknowledge and celebrate the developmental differences between Middle and Upper School students, we have different guidelines for the different divisions.

### Upper School

Cell phones, smart watches, and any mobile devices should be off before and during all classes (unless directed by teacher), assembly periods, clubs periods, silent meetings, morning/advisor meetings and community gatherings. Students are not to use mobile devices for phone calls, texting, music/media viewing in any and all school hallways, dining room (during lunch), or in the music center. Phones should be away and should not be visible in the hallways. Under most circumstances, students may quietly use their phones (with earphones) for listening to music and academic use during study halls.

Students who use their phone in NO PHONE ZONES will have a conversation with the Dean of Students. Repeated violations of this policy may lead to additional disciplinary consequences.

### Middle School

In Middle School, students need the opportunity to be fully present throughout the day: with their peers and teachers in their classes, during free times, and in the hallways. *Cell phones, smart watches, and mobile usage is not permitted at any time in the Middle School during the school day (7:30 a.m. through 3:15 p.m.) or during the afternoon program (3:15 p.m. through 4:30 p.m.). If a student needs to contact a family member by phone, she will need to ask permission from a teacher prior to using her phone.* Alternatively, the student may use the middle school phone line. All cell phones/mobile devices must be kept in a student's backpack or locker. Lincoln School is not responsible for cell phones/mobile devices throughout the day.

Students who use their phones without permission must speak with the Dean of Students. Repeated violations of this policy may lead to additional disciplinary consequences.

Students may generally use their phones quickly for logistical purposes (e.g., to arrange for rides with their parents) during after school study hall or on their way to sports. Students are reminded that this is still school time and that they should not use their cell phones, smart watches, or mobile devices for social media, texting, or any other purpose that is not sanctioned by the School.

# Expectations for Interpersonal Student Relationships

## Commitment to Respectful and Healthy Relationships

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

Awareness and acceptance of individual identity are central tenets of the School. The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions, or otherwise – may negatively impact others.

All students are valued members of the School community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. The School strives to help students develop such close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of Rhode Island, the School has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, the Division Director, the Dean of Students, advisors and/or the School's health staff with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

## Sexual Intimacy and Consent

The School recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students. Therefore, the School does not endorse or condone sexually intimate activity by or among students and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are

encouraged to reach out to a trusted adult or the School Nurse and/or School Psychologist so that appropriate support may be provided.

If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, the School will generally first respond to the situation as a health issue. It is imperative that students understand and appreciate that certain sexual activity may violate the law and, therefore, is prohibited by the School. Under certain circumstances, the School may be obligated to report to government authorities (including the Department of Children Youth and Families (“DCYF”) and/or the local police).

Following Rhode Island law, the School prohibits students from engaging in non consensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, as described below, certain circumstances may make it impossible for a person to legally give consent.

- By law in Massachusetts a child under the age of 16 cannot consent to any sexual activity with a person over 18, and a child under the age of 14 cannot consent to any sexual activity with a person over the age of 16..
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol, or some other condition).
- Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion or force is used, any “agreement” does not constitute consent.
- Consent is ongoing and may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest “yes.”
- Asking permission to engage in specific activity and to progress to new, different or more intimate activity – regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear “yes.” The absence of “no” should not be understood to mean that there is consent.
- Remaining open to and respecting another’s expression of disagreement to engage in a particular activity. “No” means “no” in any sexual encounter.

The School will generally consider it a disciplinary offense for students under the age of 16 to engage in sexual intercourse. The School may also consider it a dismissible offense for a student age 16 or over to engage in sexual intercourse with an individual under the age of 14. Furthermore, when sexually intimate activity is accompanied by violations of other School rules such as abuse of technology, or consumption of alcohol), the School may respond with disciplinary action.



The School prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault and statutory rape. Sexual activity, of any and all kinds, is prohibited between any student or applicant and any School employee.

## **Bullying, Harassment, Discrimination, Hazing, Sexual Assault, and Sexual Harassment**

The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as “interpersonal misconduct”). The School is dedicated to preventing interpersonal misconduct by fostering a positive school culture and providing a curriculum that encourages social skills development. We work to enhance students’ abilities to develop healthy relationships and to take positive action when they witness or experience any form of interpersonal misconduct. The School is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Interpersonal misconduct is prohibited on the School’s campus and the property immediately adjacent to School grounds, on School vehicles and at School-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased, or used by the School, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at school, or (c) substantially disrupts the educational process or the School’s orderly operations. Though interpersonal misconduct that occurs outside of the above locations may be outside of the School’s disciplinary reach, we still encourage families and students to share potential incidents with a trusted staff member (as discussed in more detail below) if the School may need to have a heightened awareness of protecting students’ safety while at school.

### **Definitions**

#### *Aggressor*

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

#### *Bullying*

“Bullying” means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at the student that: (i) causes physical or emotional harm to the student or damage to the student’s property; (ii) places the student in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates an intimidating, threatening, hostile, or abusive environment for the student; (iv) infringes on the rights of the student to participate in school activities; or (v) materially and

substantially disrupts the education process or the orderly operation of a school. The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

### *Bias*

A bias-related incident occurs when language or behavior conveys prejudice against a target because of a dimension of the target's identity (race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, or mental or physical disability, or any other applicable legally protected status).

### *Cyber-Bullying*

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to, electronic mail, Internet communications, instant messages or facsimile communications. Cyber-bullying also includes: (i) the creation of a web page or blog in which the creator assumes the identity of another person; (ii) the knowing impersonation of another person as the author of posted content or messages; or (iii) the distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (i) to (v) of the definition of bullying herein.

### *Faculty/Staff*

Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

### *Harassment Or Discrimination*

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include, but are not limited to, limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

### *Hazing*

“Hazing” means any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. This conduct includes, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of the student or any other person, or which subjects the student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

The following questions are intended to help students identify and understand what hazing is:

- Would you have any reservation describing the activity to your parents, a teacher, or a school administrator?
- Would you object to the activity being photographed for the School newspaper or local TV news?
- Is there a risk of injury or a question of safety?
- Is this a team or group activity in which members are encouraged or expected to attend and where minors are consuming alcohol?
- Will current members refuse to participate with the new members?
- Does the activity risk emotional or physical abuse?

### *Hostile Environment*

A hostile environment refers to a situation in which certain misconduct causes the School environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student’s education.

### *Racial Discrimination*

Racial discrimination is a type of discrimination (as defined above). Racial discrimination involves treating a target unfavorably because the target is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Racial discrimination can occur when the target and the person who inflicted the discrimination are the same race or color.

### *Retaliation*

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

### *Sexual Assault*

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion or penetration of another's sex organs, anus, or mouth.

### *Sexual Contests*

Sexual Contests describe circumstances when individuals compete with one another to achieve sexual goals or milestones. Examples of sexual contests include, but are not limited to, keeping lists of sexual exploits, winning a prize for accomplishing a sexual goal, or being expected to accept a consequence for failure to achieve a sexual goal.

### *Sexual Harassment*

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at School-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, or insults, delivered verbally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats, as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

### *Target*

Any student against whom interpersonal misconduct or retaliation has been perpetrated.

## Legal Definitions And School Policies

In accordance with the School's mission, values, and standards of conduct, the School has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School's standards may be stricter than the law and the School may impose discipline accordingly. The School's efforts to enhance its protection of students in no way expand an individual's rights under applicable laws. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

## Reporting Complaints

A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is expected to report the matter promptly (either orally or in writing) to the Head of School, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the School Nurse and/or School Psychologist or a medical professional or outside agency. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the Head of School, Division Director or School Psychologist. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The School expects students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The School cannot promise absolute confidentiality to those reporting interpersonal misconduct, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

## False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of interpersonal misconduct or retaliation may be subject to disciplinary action.

## Responding to Complaints

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School (or the Head's designee), an assessment is made to determine the initial steps appropriate to protect the well-being of the

students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate, to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation. Under most circumstances, the School will notify the parents of the alleged aggressor and the alleged victim within 24 hours of receiving the initial report; this requirement will only be waived if the School determines that such a notification is not in the best interest of either the alleged aggressor or the alleged victim.

The Head of School (or the Head's designee) will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The School may consult with faculty, School Nurse and/or School Psychologist, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head's designee) will generally make the following determinations:

- Whether and to what extent the allegation of interpersonal misconduct has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented. Such remedial action may include a parental engagement strategy. A student shall not be suspended or expelled from School unless it is deemed a necessary consequence of the violations.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

Information about consequences or other corrective action will be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the alleged target(s) – during and after an investigation.

### Notification to Parents/Guardians

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally

also be notified of any action to be taken to prevent further acts of interpersonal misconduct or retaliation.

In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

### Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Rhode Island law, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

## Child Abuse and Neglect Reporting

The School is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Rhode Island law, all School employees are required to report suspected abuse or neglect of any student under age 18.

Rhode law requires any person suspecting that a child has been abused or neglected to report such suspicion to DCYF within 24 hours of becoming aware of such abuse or neglect. While a School employee may wish, and is indeed encouraged, to consult with the Head of School prior to making a report of suspected child abuse or neglect to DCYF, all employees are required to report their reasonable suspicions to DCYF, even if the Head of School may not agree with the employee's concerns.

# Discipline Guidelines

## Overview

These Guidelines are based on the School's philosophy and principles regarding good character, and reflect the School's commitment to providing a safe and healthy environment for students. The School strives to promote effective and caring communication among faculty, students, and parents that supports students in their personal growth and provides room for a young person to make mistakes and learn from them. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the School.

As a School, we want to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose problems of safety for students. Occasionally, students need to be reminded about expectations and consequences of behavior. Both expectations and consequences are age and developmentally appropriate.

Students are expected to show respect for each member of the School community. The faculty and administrators seek to help students learn how to manage their behavior more effectively and deal with difficult situations constructively. If a student is involved in a problem, the student is encouraged to express the student's opinion about the cause of the problem, and to explain the student's reasons for choosing to respond as the student did. The student is then encouraged to examine the consequences of the student's actions, and to discuss alternative actions the student could have chosen. If a student fails to deal with the problem in an acceptable manner, the teacher may suggest that the student take an opportunity to "pull one's self back together," or take such other actions as the teacher may deem to be warranted. If the teacher asks a School administrator to assist in resolving a problem, the administrator may first attempt to help the student find an acceptable resolution. If the administrator determines that parental involvement would be appropriate, then the administrator will contact the parents to discuss the situation. The goal is to help each student understand what type of behavior is expected, and learn to assume responsibility for the student's actions.

Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School may contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process.

Consequences of misconduct (and/or attempting misconduct) applicable to all students are detailed below. These examples are intended to provide students and their families with a general understanding of the School's disciplinary approach; however, the School will respond to each situation with a response that the School determines is appropriate.



## Categories

Disciplinary actions fall into four categories:

1. Disciplinary situations which are handled by faculty or staff members when and where they occur. In these situations, the student's advisor will be consulted.
2. Minor disciplinary offenses will be referred to the Dean of Students who will determine an appropriate course of action.
3. Major offenses will be addressed by the Dean of Students and the Division Director.
4. Suspension and/or expulsion of a student will be determined by the Division Director in consultation with the Head of School. Students who have been suspended from school may be required to report this on their college applications, as will Lincoln School, when the college requests this information.

## Detention

A student who has engaged in inappropriate conduct, may be assigned detention or may receive an alternative consequence designed to rectify the harm done, as determined by the School. Students are responsible for contacting their parents or guardians to arrange for pick-up after serving a detention or other punishment, if applicable.

## Probation

Probation for disciplinary reasons means that a student has been found to have committed a major violation of the School rules (lying, cheating, disruption of the educational process, etc.) and/or has been found to be in violation of the School's Code of Conduct .

## Suspension and Dismissal

Students who have engaged in a serious act of misconduct (as determined by the Head of School or the Head's designee) may be suspended from School, prohibited from attending all School-related activities, or dismissed from School. Such serious acts of misconduct may include, but are not limited to, the following:

- Possession or use of alcohol, tobacco, or illegal drugs;
- Improper sexual conduct;
- Sexual or other harassment;
- Threat or use of physical violence;
- Possession or use of matches, lighters, fireworks, explosives, weapons, or other dangerous materials;
- Reprehensible conduct tending to reflect serious discredit to the School;
- Willful destruction of property;
- Stealing;
- Dishonesty;
- Bullying or malicious gossip;
- Repeated acts of unkindness or misconduct;
- Repeated classroom behavior that impedes other students' learning; and
- Refusal to cooperate with an ongoing investigation by the School.

Students who receive a suspension from School for any period of time are considered unexcused for the days they miss. However, they may be allowed to make up some portion of the work missed, at their individual teachers' discretion. It is the student's responsibility to discuss the particular circumstances with the student's teachers. The School recommends that any student serving an at-home suspension be given a particular task, possibly community service-related, to be performed while out of school. Students who are dismissed from school will be prohibited from being on School grounds and will not receive academic credit for the time after which they are dismissed.

## **Behavioral Expectations While Away From School**

Students should be aware that they represent the School community at all times, both on and off campus. While it is not the School's intention to monitor students in all of their off-campus activities, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

## **Parental Involvement with Disciplinary Matters**

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

## **Disclosure to Community**

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action will be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise.

## **Disclosure to Next Schools**

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools. When a student applies to a next school, it is the obligation of the student and the student's parents to notify such school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at Lincoln School. If a student's disciplinary status changes after applying to or being accepted to a next school, Lincoln School similarly expects the student and student's family to notify such school of the student's discipline. Lincoln School may also communicate with any secondary or next school, or any other educational institution, regarding the student's disciplinary record.

## Disclosure to Colleges (Upper School)

It is the School's policy to support students in reporting serious disciplinary consequences to colleges. The college counselors will generally, honestly and fully, disclose if a student has been subject to a disciplinary action including, but not limited to, probation, suspension, dismissal or withdrawal from the School. For students who have applied to colleges via the Common Application, they are "expected to immediately notify the institutions to which they are applying [or have already applied] should there be any changes to the information requested in this application, including disciplinary history."

The student should work closely with the college counselors to ensure that both are responding in a consistent and thoughtful manner. If a student's disciplinary status changes after the filing of college applications, the student and counselor are obligated to inform all schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit.

The student and the college counselor are expected to notify colleges within two weeks from the date of the change in status. This policy is in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

# Student Health And Support

## Health Services

The Lincoln School Health Center on the garden level on the Murray Middle School is open each school day from 7:30 a.m. to 3:30 p.m. and the School nurse, Diane Murphy, is available throughout the day. Students who are injured or ill will be seen in the Health Center. The School Nurse will notify parents after assessing the student's situation. You can contact the nurse at 401-455-1122 or at [dmurphy@lincolnschool.org](mailto:dmurphy@lincolnschool.org). Detailed Health Center information can be found at [lincolnschool.org/health](http://lincolnschool.org/health)

In order to maintain a safe and healthy environment for students and staff, please do not send students to school with any of the following: fever, vomiting, diarrhea, persistent cough, profuse discolored discharge from nose or eyes. Students who develop a fever of 100.0 degrees F or greater, vomiting, or diarrhea will be asked to go home. Students must be symptom-free for 24 hours before returning to school. Parents are expected to notify the School if their child contracts a contagious illness such as strep throat, chicken pox, or head lice. Please refer to Appendix A for our COVID-19 related policies.

## Health Forms

Each year every student must submit a **Physician Health Form** which has been completed by a physician and submitted online by a parent. In addition, there are policies and permissions that must be completed yearly and submitted through the Magnus Health link located in the Parent Portal and are part of the enrollment process. Without these forms on file, the School cannot allow students to be in attendance, nor to participate in any field trip or athletic activity. If a child has a particular health concern, parents should inform the nurse so that she can respond knowledgeably to the child's needs and inform Division Directors and faculty when appropriate. There are additional forms that must be completed for children with additional medical considerations. See [lincolnschool.org/forms](http://lincolnschool.org/forms) for additional information.

## Immunizations

In accordance with Rhode Island law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Certificate of Immunization form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with an Immunization Exemption Certification, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student's parent or guardian, attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting campus or the School community, the School may exclude non-immunized students, including those with valid religious or medical exemptions, from school and all School activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized. In determining whether there is a risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Rhode Island Department of Health.

## **Communicable Illnesses**

The School may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the School determines that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. We encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

## **Medications at School**

All medications must be kept in the Health Center and stored by the nurse. Medication includes any over-the-counter medications, homeopathic treatments/preparations, and/or prescription medication. A Medication Authorization form must accompany any medication that is administered during the school day. This form requires a physician signature and must be submitted through Magnus Health. Students may carry Epi-Pens, Auvi-Q's, inhalers and glucagon or Baqsimi as a first-line emergency intervention if indicated by the physician.

A responsible adult should deliver medications to the School in a pharmacy or manufacturer-labeled container. Please ask your pharmacy to provide separate bottles for School and home. Medications will be dispensed by School nursing staff or by School personnel who have been designated and trained in accordance with the School's policy regarding delegation of prescription medication administration. Medications should be picked up at the end of the school year. Any medications left after one week of School closure in June will be destroyed.

Misuse of the privilege to self-administer medication(s) will result in immediate revocation of said privilege(s). The School will not assume any responsibility for students not in compliance with this medication self-administration policy.

## Medical Marijuana

The School treats the use of medical marijuana by students similarly to the way the School handles the use of other prescription medications: parental consent is required and the student must have a Medication Action Plan on file with the School Nurse covering the use of medical marijuana. Because the use of medical marijuana is subject to additional regulations beyond the regulations in place for the use of other lawful, prescription medications, students with a valid authorization to use medical marijuana must abide by the following rules:

- Students may only use medical marijuana in their homes or in a medical treatment facility that permits such use; students may not use or possess medical marijuana, be under the influence of medical marijuana, or possess any related paraphernalia while on the School campus or while attending any School-affiliated or School-sponsored events, whether on or off campus.
- Students may not operate, navigate, or be in physical control of any motor vehicle or operate any other motorized equipment while under the influence of medical marijuana.

If, in the School's judgment, a student is impaired due to the influence of medical marijuana while at school or while participating in a School-sponsored or School-affiliated activity, the School may send the student home.

## Counseling Services

The School Psychologist is available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see the School Psychologist.

The School Psychologist is part of a team of administrators who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, the School Psychologist may share information obtained from parents and students on a "need-to-know" basis with other employees of the School and a student's parents. The School Counselors are not engaged as any student's private therapist. Please refer to the Confidentiality policy in this Handbook for more information.

Should the School determine that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the School, the School Psychologist may assist in a referral for such services.

The School Psychologist is also available to talk with parents on issues regarding their children, and hold monthly parent discussion groups on various topics. Our School Psychologist follows the National Association for School Psychologists' Principles for Professional Ethics in regards to privacy and confidentiality.

## Other Counseling

The School maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents/guardians wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult the Division Director or School Psychologist. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

## Medical Leave of Absence

In the event that a student has a serious illness, injury, or mental health condition that requires her to miss more than one week of school, the student may be granted a Medical Leave of Absence at the discretion of the Division Director. In these circumstances, families will need to provide information to the School regarding the reasons for the request for a leave of absence, including, but not limited to, a letter from an appropriate physician or mental health professional recommending the leave.

During a Medical Leave, a student's family is expected to partner with the School to develop an Academic Support plan for the student while she is not in school.

Once the student receives clearance from a medical health professional to return to school, a consultation meeting with the student, family and Lincoln's Health Team will be scheduled. Through this conversation, Lincoln School will determine whether the student is ready to return to School. Families will be required to provide additional information regarding the student's current health status, including, but not limited to, written documentation from an appropriate medical health professional at this meeting.

In instances in which Lincoln School has approved a student's return from leave, a transition meeting will be required in order to determine an action plan for supporting that student.

If a medical leave lasts for more than six weeks, a family meeting with the Health Team will typically take place to reevaluate whether the student will be able to return to school and/or progress to the next grade level.

## Food Allergies

Lincoln is a peanut/tree nut "aware" environment. This includes, but is not limited to, the following:

- We have instructed our food service professionals not to serve anything in the dining room that contains nuts in any form, nor do we use any nut-based oil in cooking.
- We do not allow students or faculty/staff to bring peanuts, tree nuts or products containing nuts to school.
- If the packaging of an item clearly states "may contain traces of peanuts or tree nuts" (or similar wording) students and faculty/staff are not permitted to bring the item to School.
- Products with packaging that states "manufactured in a facility that processes peanuts/tree nuts" or "made on equipment that also processes peanuts or tree nuts" (or similar wording) are permitted.

- We instruct students in the Lower School that they may not share food.

## Food Allergy Protocol

Lincoln School recognizes that food allergies, in some instances, may be severe and, even occasionally, life-threatening. The foods most likely to cause allergic reactions are peanuts, tree nuts (almond, Brazil nut, cashew, chestnut, filbert/hazelnut, macadamia nut, pecan, pine nut, pistachio, walnut), dairy products, eggs, soy, wheat, sesame, fish, and shellfish. Although most food allergies produce symptoms that are uncomfortable, persons with food allergies can suffer serious or life-threatening reactions.

Understanding and managing the risks of serious food allergies are necessary to provide a safe educational environment. Lincoln School is committed to working with students, parents, and healthcare professionals to implement safeguards that minimize the risks related to students' food allergies and to respond appropriately in the event of students' allergic reactions both on-campus and off-campus. However, the School cannot guarantee that a student will never experience an allergy-related reaction on this campus or at a School-sponsored activity. Therefore, the ultimate responsibility for food allergy risk reduction lies with the student and her parents/guardians.

### Family's Responsibility

- Promptly notify the school of the child's allergies once they are known.
- Submit written medical documentation pertaining to the allergy (including the appropriate Allergy Action Plan), instructions, and medications as directed by the child's physician.
- Supply the School with properly labeled medication and replace the medications after use or upon expiration.
- Submit emergency contact information.
- Educate the child about how to manage her allergy at school, including, but not limited to, identifying "safe foods" by reviewing Lincoln School's weekly lunch menu together, and contacting the food service director for ingredient listings. If parents are uncertain about possible exposure to allergy-causing foods, they should provide meals or snacks for their child.
- Debrief with School staff, the child's physician, and the child (if appropriate) after an allergic reaction has occurred.

### School's Responsibility

- Review health records submitted by parents.
- Include food-allergic students in school activities.
- Participate, together with the parents and physician, in the determination as to whether the student will carry her own epinephrine.
- If it is determined in the opinion of the student's parents and physician that the student should not carry her own epinephrine, in accordance with applicable federal and state laws and regulations, the School shall properly store the student's epinephrine in what it determines to be an easily accessible, secure location central to designated school personnel.



- Maintain an emergency supply of epinephrine on campus and in first aid kits for treatment of an anaphylactic response during off-campus activities.
- Work with its food service vendor to provide a variety of foods in the dining hall that all students may enjoy. In the case of a student with multiple or unusual allergies, however, the School may require the student or family to provide lunch or snacks, if necessary for the student's safety.
- (Lower School) Inform faculty and staff who have routine contact with a seriously food-allergic student of the student's food allergy.
- Educate faculty and staff on campus to recognize signs and symptoms of an allergic reaction and to respond appropriately, as necessary.
- When appropriate, discuss food allergy management with families during on-campus and off-campus functions, such as field trips and retreats.
- Educate students to refrain from sharing foods.

### Student's Responsibility

- Do not share food.
- Not ingest anything with unknown ingredients or known to contain any allergen.
- Be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Notify an adult immediately if they eat something they believe may contain the food that they are allergic to or if they notice any symptom of an allergic reaction.
- If appropriate, based on the opinion of the student's parents and physician and in accordance with applicable laws and regulations, carry epinephrine with her.

## Asthma Management

Parents of students with asthma should notify the School Nurse prior to the start of the school year and submit an Asthma Action Plan. The plan requires a physician and parent signature and can be uploaded directly into the student's health record via Magnus Health. The link to Magnus Health can be found in the Parent Portal. Parents should also supply the school with the required asthma medication. Medication needs to be sent into the school in its original pharmacy packaging with appropriate pharmacy labels. Medication will be kept in the nurse's office unless otherwise specified by the physician or parent.

## Head Lice

It is the position of the American Academy of Pediatrics, the Harvard School of Public Policy, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. Nonetheless, the School understands the unpleasantness of the condition and the desirability of limiting its spread across the School community. The School therefore has a "no nit" policy.

Students with any nits will be sent home. A parent will be contacted by phone and written information will be sent home with grade level students. If the student participates in the School bus program, written information will be sent to bus families.

It will be at the discretion of the School Nurse whether to check other students or the whole classroom.

In cases where nits have been found, the student must be treated before returning to School the following day. The School Nurse must evaluate the student before the student returns to the classroom. All nits must be removed by the seventh (7th) day following treatment if the student is to remain in School.

On occasion, exceptions from this guideline will occur, and the professional judgment of the School Nurse will be followed.

## Toilet Training

All children must be toilet trained by the time they begin school. This means they must be able to determine when they need to go to the bathroom and be able to express that need to a teacher. They should also be able to deal with their clothing and their own toileting needs.

## Health Emergencies

The School Nurse will attempt to contact parents regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician, the School physician will be consulted to determine appropriate management. In the event of a serious emergency, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. Emergency situations arising on campus will generally be referred to the Head of School or Division Director.

The School neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent earache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician.

**Parents are expected to keep Emergency Forms up-to-date.** Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians, day care providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached. Parents will be notified of an illness or injury that may require follow-up medical care.

# Athletics

## General

### Eligibility

Students are required to have on file a medical form completed and signed by a medical doctor stating that the student is physically fit to participate in physical education classes and athletics. No student will be allowed to participate until this form is on file. Students must be in School for the majority of the school day to be eligible for participation in athletics and all extracurricular activities.

### Sportsmanship

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness, and respect—these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with your actions on the court/field.

The School also encourages parents to act in a sportsman-like manner. As such, the School hopes parents will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;

- Respect our opponents as students, and acknowledge them for striving to do their best; and
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students, parents, teachers, and coaches are all expected to refrain from:

- Use of profanity or displays of anger that draw attention away from the game;
- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talking or yelling that antagonizes opponents;
- Using verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
- Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent's free-throw attempts or other solo efforts; and
- Use of artificial noisemakers of any kind.

## Parent–Coach Communications

As with parent-teacher and parent-advisor relations, athletics promote the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches information about:

- The coach's and program's philosophy;
- Individual and team expectations;
- Location and times of all practices and games;
- Team requirements (*i.e.*, practices, equipment, off-season conditioning);
- Procedures regarding injuries during practices/games; and
- Discipline that may result in the denial of participation.

Parents are expected to:

- Express concerns directly to the coach;
- Notify coaches well in advance of any schedule conflicts;
- Support the program; and
- Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:

- Students' psychological or physical treatment;
- Ways to help students develop and improve;
- Questions about the coach's philosophy; and
- Concerns regarding students' behavior during athletics.

Inappropriate concerns for parents to discuss with coaches include, but are not limited to:

- The amount of playing time for students;
- Team strategies or play calls; and
- Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should call to set up an appointment with the coach. If the coach cannot be reached, a parent should call the Athletic Director, who will help to set up a meeting with the coach. Parents should not confront a coach before, after, or during a practice or game. If, after meeting with a coach, a parent still has concerns, the parent should call and set up an appointment with the Athletic Director to discuss the situation.

## Head Injury/Concussion Policy

A “concussion” is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Most individuals who experience a concussion can recover completely as long as they do not return to play or return to learn prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If the individual sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

As such, the guidelines outlined below should be followed to ensure that student-athletes are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity.

### Concussion Awareness

Concussions and other brain injuries can be serious and potentially life threatening. If managed properly, most athletes can enjoy long careers in sports after a concussion. If not managed properly, research indicates that these injuries can also have serious consequences later in life.

A concussion occurs when there is a direct or indirect injury to the brain. As a result, transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sport-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion, because a concussed student-athlete may not be aware of the athlete’s condition or may be trying to hide the injury to stay in the game or practice.

Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Student-athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head.

## Signs and Symptoms

When a student-athlete sustains a concussion, the student-athlete may report one or more of the following symptoms: headache or “pressure” in head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; just doesn’t “feel right;” sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion.

When a student-athlete sustains a concussion, one or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date, etc.; cannot recall events prior to incident; cannot recall events after incident; answers questions slowly; confused about what to do—assignments, position, etc.; forgets an instruction; and/or shows mood, behavior, or personality changes.

The School recommends that a student-athlete receive prompt medical attention for the following dangerous symptoms of a concussion:

- Loss of consciousness;
- Vomiting;
- Confusion;
- Convulsions or seizures;
- One pupil is larger than the other;
- Difficulty recognizing people or places;
- Extreme drowsiness or cannot be awakened;
- Any weakness or numbness; and
- Headache worsens or does not go away after 24 hours.

## Management Procedures

The School strongly recommends that student-athletes take a pre-season baseline assessment for concussion that will remain on hand in the event of a concussion. It is also strongly recommended that parents and student-athletes take an online course prior to the start of each school year.

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the student-athlete is expected to be promptly removed from practice or competition and evaluated by the School Nurse and/or the student-athlete’s healthcare provider. At away events, when there is no qualified medical professional available, the coaching staff will typically abide by, “When in doubt, sit them out,” as recommended by the Centers for Disease Control. If any danger signs are exhibited as described above, the School will strive to contact a parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

## Post-Concussion – Return To Play

The student-athlete must meet all of the following criteria in order to progress to activity:

- Symptom-free at rest and with exertion (including mental exertion in school).
- Have written clearance from the appropriate health care provider.

- Once the above criteria are met, the student-athlete will be progressed back to full activity following a stepwise process that includes:
  - Light aerobic exercise (stationary bike, swimming, etc. at <70% PMHR (predicted maximum heart rate)).
  - Sport-specific training (running, throwing, catching, body weight exercises).
  - Non-contact training drills; weight lifting (full non-contact practice).
  - Full-contact practice (controlled contact drills).
  - Game play (no activity restrictions).

## Lower School Physical Education (K through Grade 5)

The Lower School Physical Education program is designed to develop both physical potential and positive social interaction at each grade level. Beginning in the kindergarten and continuing through the Lower School, each student is encouraged to participate fully and try new skills. The students learn to listen, follow teacher direction and cooperate with their peers as they experience the enjoyment and benefits of physical activity. The students start with the practice and refinement of locomotor skills such as skipping, galloping and running and learn movement efficiency and body control. They progress to more advanced physical movement through participation in cooperative and musical games, dance, physical fitness challenges, jump rope, tumbling, introduction to a wide variety of sports skills, and age appropriate recreational games and competitive team play.

## Middle School/Upper School Physical Education/Athletics

### Physical Education (Upper School)

All students will be required to participate in physical education class, a Lincoln sport, or an Independent Athletic Program to receive physical education credit on their transcript. Students participating on a Lincoln School after school athletic team or Upper School students participating in an approved Independent Athletic Program (please see policy below) are exempt from physical education classes for that season. At the end of each sports season, if a student is not participating in a sport the following season, she must sign up for physical education.

#### P.E. Attire

Participants will be expected to wear appropriate workout clothes such as shorts, t-shirts, spandex, sweatshirts, and sweatpants. Athletic sneakers are essential for most activities.

#### Attendance

If a student has recently been ill or has a medical problem but is in school and wishes to be excused from her physical education class, she must present a note to the P.E. department from a parent, doctor, or the School Nurse. If her name is not on the absence list and she does not come to class, it is considered an unexcused absence. Long-term medical excuses should be

written by the doctor and submitted to the School Nurse at the beginning of the trimester.

## Independent Athletic Program (Upper School)

Upper School students who participate in an after school competitive or performance-based sport not offered at Lincoln School, may apply to use the Independent Athletic Program, which allows them to waive the physical education class requirement. To take part in this program, a proposal form must be filled out by both a coach/instructor and a parent/guardian and submitted to the Physical Education department head for approval. The student must be in training a minimum of 6 hours a week and be supervised by a coach who submits a written end-of-season report. Each proposal is considered on an individual basis. These students are typically dancers, equestrians, figure skaters, and organized club team participants. Students who wish to do a personal fitness workout for an Independent Athletic Program will be encouraged to participate in our new after school opportunities with the Performance Physical Therapy of Rhode Island staff one day a week. [Independent Athletic Program proposal](#).

## Interscholastic Athletic Programs

Students in the Upper School have the opportunity to participate in interscholastic sports. By participating in sports, students develop their individual skills, increase their knowledge of a sport, and enhance their self-esteem in an environment intended to inspire athletes to pursue personal excellence. Through goal setting, teamwork, succeeding and failing, athletes may learn more about themselves as well as others, and often apply the lessons learned on the field or court to other areas of their lives.

The School offers the following Upper School team sports:

### Fall Season

Cross Country  
Field Hockey  
Soccer  
Tennis

### Winter Season

Basketball  
Squash - Dependent on Guidance from RIDOH & CDC  
Swimming

### Spring Season

Crew  
Lacrosse  
Sailing

Upper School Teams practice on Monday-Friday from 3:30 p.m. until 5:15 p.m. Students are expected to attend every practice. If a student needs to be excused from practice, she must speak to her coach ahead of time.



## Sports Clothing and Equipment

- For practice, students are required to wear appropriate clothing such as shorts, t-shirt, sweat pants, and sweat tops.
- Cleats are required for field hockey, soccer, and lacrosse. Metal cleats are not allowed. Field hockey, and lacrosse players are also required to wear protective eyewear.
- Athletes are also required to have the appropriate sports equipment for their sport (*i.e.*, sticks, eye wear, tennis racquet, shin guards, mouth pieces etc).
- At the beginning of the season, all players will be issued a team uniform, which they will be responsible for maintaining. Uniforms will be worn only on game days and will be collected at the end of the season. Any athlete who has not returned the athlete's uniform, or has returned it in poor condition, will be billed through the Business Office.
- Jewelry may not be worn during practices and/or during competitive events.

## Middle School Athletic Programs

Students in the Middle School have a unique opportunity to learn and participate in multiple sports throughout the year. During the Middle School years, athletes are also taught the importance of teamwork and how to show good sportsmanship towards opponents. By participating in Middle School sports, students develop their individual skills, increase their knowledge of a sport, and enhance their self-esteem in an environment intended to inspire athletes to pursue personal excellence.

The School offers the following Middle School team sports:

### Fall Season

Cross Country  
Field Hockey  
Soccer

### Winter Season

Basketball  
Swimming

### Spring

Lacrosse  
Tennis

## Sports Clothing and Equipment

- For practice, students are required to wear appropriate clothing such as shorts, t-shirt, sweat pants, and sweat tops.
- Cleats are required for field hockey, soccer, and lacrosse. Metal cleats are not allowed. Field hockey, and lacrosse players are also required to wear protective eyewear.

- Athletes are also required to have the appropriate sports equipment for their sport (*i.e.*, sticks, eye wear, tennis racquet, shin guards, mouth pieces etc).
- At the beginning of the season, all players will be issued a team uniform, which they will be responsible for maintaining. Uniforms will be worn only on game days and will be collected at the end of the season. Any athlete who has not returned the athlete's uniform, or has returned it in poor condition, will be billed through the Business Office.
- Jewelry may not be worn during practices and/or during competitive events.
- All athletes who wear glasses when playing any sport must have polycarbonate lenses in their frames. No substitute is acceptable. A note from the student's optometrist or a receipt stating that the lenses are polycarbonate must be mailed to the Athletic Director prior to a student's participation in athletic activities.

# Extracurricular Activities and Special Events

## Traditions and Events

### School Trips

The School offers a variety of field trips during the school year. Parents/guardians are notified of upcoming trips off campus. All School trips are required to be alcohol, drug, and tobacco free. Students participating in School trips are required to comply with all applicable School rules and all applicable laws. Parents chaperoning any School trips are expected to follow the School's Chaperone Guidelines.

### Battle of the Books (Grade 4)

Fourth graders from Lincoln, Wheeler/Hamilton, Gordon, and St. Michael's schools will cooperate in testing their memories of 40 children's books by answering detailed questions posed by their librarians. The children are assigned to mixed teams; each team has members from all four schools. We organize the program in this non-competitive way so that although one team will emerge victorious, each school will be well represented on the winning team.

The Battle of the Books follows a quiz show format. The moderator will ask a question to each team in turn, and team members will confer with each other before answering. In order to qualify to be a member of the book team, students are required to read at least ten books from the list.

### Black and Orange Day (Lower School)

Instead of costumes on Halloween, students who choose to dress up do so in black and orange. We spare scaring ourselves and enjoy each other's inventiveness. Please, no hair dye or make-up.

### The Book Fair (Lower School)

The Book Fair is an event that celebrates reading! It is held on the day before and day of Parent-Teacher Conferences in the spring. Children in Grades K-5 visit the Book Fair with their classes; younger students are welcome to visit the Book Fair with a parent or other designated adult. It is open from 8:00 a.m. to 3:30 p.m. The vendor offers a wonderful selection of books for children and young adults.

### The Rhode Island Festival of Children's Books and Authors (The Book Festival) (All-School)

The Book Festival will be a series of virtual events over the course of the year. More information will be forthcoming.

### **Book Character Day (Lower School)**

Book Character Day occurs on the Thursday of the Book Fair in the spring. The children come to school dressed as their favorite book characters. We will also hold a “Book Character Parade” so we have a chance to see many fantastic characters wandering our halls!

### **Closing Exercises (Lower School)**

On the last day of school for Lower and Middle Schools, the division gathers to celebrate the graduation of Grade 5. All students in Grades K–5 attend. All parents are welcome, and parents of Early Childhood students are welcome to bring their Oak or Ginkgo child as well.

### **Closing Exercises (Middle School)**

On the last day of school for Middle School, the students gather to celebrate the graduation of Grade 8. All students in Grades 6–8 attend. All parents are welcome.

### **Commencement (Upper School)**

The Upper School students and greater Lincoln community gather to honor and celebrate the graduating class at Commencement.

### **Daisy Sing & Share (Lower School)**

Once a week (the day varies by year) at 8:10 a.m., students and faculty from Grades K–5 convene in the Lower School Library for Daisy Sing & Share. Each week one grade has a turn leading their friends in song, announcements, and a presentation on a recent classroom topic or event. Parents are always welcome to join. Daisy Sing will continue to be held virtually this year.

### **Hat Day (Lower School)**

On this day in spring, we wear a hat of our fancy. Some are decorated, some are plain.

### **Family Dance (Lower School)**

The Lower School Family Dance is a fun-filled evening sponsored by the Lincoln School Parent Association (LSPA) and held in the Wheeler Gym. A DJ keeps the children (and willing parents) moving, and refreshments are served. The children dress up, but “dressed up” varies from child-to-child; some girls wear more casual outfits and some wear party clothes. Practice “The Locomotion” and come on out and hit the floor!

## **Field Day (Lower, Middle, Upper)**

Field Day is a much-anticipated athletic event held at Faxon Farm in the Spring.

## **100th Day (Lower School)**

The younger grades celebrate the 100th Day with activities centering on the number 100! Parades, exercises in groups of 10, puzzles, and more deepen our knowledge of the number.

## **Lumina (Lower, Middle, Upper)**

A Lincoln tradition and community event prior to the December winter break, which includes a silent meeting focusing on peace, humanity and stewardship of the Earth with references to Lincoln's Quaker values. This all-division event includes a candlelight procession of the seniors, handbells, and lots of music.

## **Little Lumina (Early Childhood)**

Oak and Ginkgo families and students join together for community singing just before we break for the December vacation.

## **Morgan Stone Day (All-School)**

Morgan Stone was a long-time student at Lincoln and served as a leader of 2B1, our School's multicultural club. She graduated in the spring of 2000 and, unfortunately, died a few months later. Since then, Lincoln's annual celebration of "Morgan Stone Day" has commemorated Morgan's spirit and her dedication to issues of diversity and equity. We take this opportunity to renew our commitment to creating a community that is inclusive and equitable for all. The Lower School typically attends an assembly on this day.

## **Pajama Day (Little, EC, Lower)**

On a wintry day, we come to school in our comfortable pajamas as a change of pace in winter and from our uniform.

## **Parent Coffees (Lower, Middle, Upper)**

The Division Directors and the School's psychologist host parent coffees throughout the year. Typically, the psychologist gives a short presentation on developmental milestones, or another topic of interest, of the age group and then opens up the forum to questions and discussions.

## **Parent Night (Lower, Middle, Upper)**

On an evening in mid-September, parents join us in the evening for presentations by teachers to learn about the program for the year.

## **Picture Day (Lower, Middle, Upper)**

On this day in September, students have individual portraits taken as well as a class picture. Packages are available for purchase.

## **Red, White, and Pink Day (All-School)**

Valentine's Day is known as Red, White, and Pink Day. This is an out-of-uniform day.

## **The Rooster Games (Grade 5)**

This event is a yearly gathering between Grade 5 students from Lincoln and Wheeler Schools. The schools are brought together after reading a list of books that are nominees for the Rhode Island Children's Book Award. The students spend a great deal of time reading these 20 books in preparation for the games.

The games are set up in a non-competitive way. Each of the students is assigned to a mixed team of members from all schools. The games will consist of many different components; matching author with title, title with first line of the book, multiple choice questions, matching an object to a book, designing posters and making up chants.

The Rooster Games is a day of fun and excitement sparked by reading a great selection of fiction and nonfiction titles. All look forward to this celebration!

## **Silent Meeting (EC, Lower, Middle, Upper)**

Each week, students in all divisions of Lincoln, from early childhood through Upper School, attend a silent meeting, where we build community together in silence. The structure of these meetings varies by age group, to ensure that students can experience and understand the practice in age-appropriate ways. For students and faculty alike, the silent meeting is a priceless opportunity to slow down, unplug, and be present in the midst of their fast-paced days.

## **Valentine Sing (Lower School)**

Under the direction of the music teacher, Grades 1 and 2 perform a lively show that includes singing and comedy.

## Birthday Celebrations (EC, Lower School)

### Treats in Lower School

Early Childhood classrooms celebrate each child at a silent meeting over the course of the year. Grades K–5 acknowledges birthdays for the month by singing “Happy Birthday” at the first Daisy Sing & Share of the month. In addition, in the classrooms, the teacher acknowledges the birthdays with a special something, such as the birthday child choosing a favorite read-aloud for the day or the class making a card for the birthday girl.

In order to confidently and consistently provide a safe and equitable environment for all children, we ask that parents not send in food as a birthday celebration or as snacks for the class. Birthdays are celebrated in ways that do not include food.

Up to four times a year, the class might have an occasion with food, such as a Celebration of Learning or cooking within its language studies. The room parent and/or classroom teacher will work with parents so that ingredient lists will be made available to families in advance and food that accommodates dietary restrictions will be served. Classroom cooking activities will adhere to the peanut/tree nut policy and will not include ingredients from the dietary restriction list of the class.

Classroom cooking activities will adhere to the peanut/tree nut policy and should not include ingredients from the dietary restriction list of the class.

See our [Food Allergy Policy](#) for more information.

### Parties Outside of School

To be the only one, or one of a very few in a class, not invited to join a party can be a devastating experience for a child. If a family plans a party outside of school, the school asks that they invite either a handful of their daughter’s classmates (less than half the class) or the entire class.

If a party occurs after school and the entire class is not invited, students should follow their regular dismissal routine and not carpool to the party, to be sensitive to those not invited.

### Invitations and Gifts

Invitations and birthday gifts should never be sent or passed at school or at school events.

## Middle School/Upper School Dances

The following rules apply at all school-sponsored dances:

- Once they arrive at a dance, students are required to stay in the designated area.
- Faculty representatives will be present at the dance and will be in charge at all times.

- Students may not leave the dance before it is over unless accompanied by a parent/guardian or other authorized person.
- Students may not leave a dance early and then return.
- Parents are encouraged to pick up students on time.



# General School Policies

## Directories

All parent, student and faculty/staff information can be found in the portal. The directory is not for personal use or circulation. It is intended for school business only.

## Student Records and Transcripts

Students' records are kept on file at the School. Each student's record contains a transcript with grades, athletic involvement, commendations, test scores, formal academic, athletic and advisor comments, advisor letters, and letters involving any major discipline infractions.

## Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about a student's ability to function academically, emotionally, physically, and/or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

## Student Media Information

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook and Twitter), newsletters, and local newspapers.

While the School strives to abide by parent/guardian wishes, we do not guarantee use of a student's name or image will never occur. Parents are asked to contact the School if they would like to opt out of the use of Student Media Information.

## Lesbian, Gay, Bisexual, and Transgender Students

The School strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the School promotes respect for all people, and will not tolerate harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression. This is the case whether the bullying or harassment takes place on or off campus, including cyber-bullying through the use of electronic technology (on or off the School's campus, and on or off the School's network). Particularly with respect to transgender and gender non-conforming students, the School will work closely with students and their families to strive to honor their wishes with respect to use of School facilities, participation in athletics, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the School's campus facilities reasonably permit.

## International Students

Students enrolled in the School from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the School calendar.

## Background Checks

With student safety as a priority at the School, the School conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the School who may have "direct and unmonitored access to children," including any individual who regularly provides School-related transportation to students.

The School requires any volunteers who will work independently with students to undergo a state criminal background check or and a state sex offender registry check. It is also School policy to require that volunteers with direct and unmonitored access to students undergo a fingerprint-based check, which is run through the Federal Bureau of Investigation, and provides access to national criminal history databases. Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification, and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, is

contingent upon successful completion of the checks, which may take several days or weeks to process.

Completed background check forms must be returned to the Business Office at least two weeks in advance of volunteering.

## Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's Facilities Department.

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

# Family Involvement

## Parental Comportment and Support for School Policies

At Lincoln School, we believe that a positive relationship between the School and a student's parents or guardians is essential to the fulfillment of the School's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless Lincoln School, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School believes the actions of a parent or guardian (or another individual associated with the student) on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that families will observe the following guidelines:

### 1. Share in the School's vision.

- Support the mission of the School.
- Understand and support the School's philosophy, policies, and procedures.
- Support the School's disciplinary process, and understand that the School's authority in such matters is final.
- Be supportive of the School's commitment to a diverse and inclusive community.
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
- Support the School's emphasis on sustainable practices.

### 2. Provide a home environment that supports the intellectual, physical, and emotional growth of the student.

- Create a schedule and structure that supports a student's study and completion of homework requirements.

- Be aware of the student’s online activities and use of computers, television, and video games.
- Encourage integrity and civility in the student.
- Be a role model, especially when it comes to behavior at School and at athletic events.
- Encourage the student’s participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.

### **3. Participate in the establishment of a home/School and School community relationship built on communication, collaboration, and mutual respect.**

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School’s responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (*i.e.*, teacher/advisor/counselor, Head of School, in that order).
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one’s ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Understand and support the School’s technology policies.

## **Family–School Communication**

### **GreenScene**

This communication, typically sent out to parents via email on a weekly basis contains important news, announcements, and calendar updates.

## Lower School Hub

The Lower School Hub contains the important current information about Lower School. This page is updated regularly and can be accessed from the GreenScene, and also through the Parent Portal. Each grade level will send a newsletter to parents, typically on a weekly basis.

## Middle School Hub/Upper School Hub

These pages contain important current information about Middle and Upper schools. They are updated regularly and can be accessed from the GreenScene, and also through the Parent Portal.

## Website and Parent Portal

The Lincoln website may be accessed at [www.lincolnschool.org](http://www.lincolnschool.org). The GreenScene, report cards and other information is available in the Parent Portal. Click on Login found in the top right hand corner of the homepage. Please make sure you can access the portal using your email and password.

If you have questions or encounter difficulty accessing the Parent Portal from the Lincoln website, contact Teryl Wilson at [twilson@lincolnschol.org](mailto:twilson@lincolnschol.org). Please check that our emails are not going into your spam folder.

## Email

Each faculty and staff member has a Lincoln school email address. Parents may send email messages to teachers using the format, [firstname.lastname@lincolnschool.org](mailto:firstname.lastname@lincolnschool.org).

## Multiple Households

In order for the School to communicate effectively with families and support each student, it is important for teachers and administrators to be aware of students who spend time in multiple households. On the Parent Portal, parents are expected to identify whether co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from School, parent involvement in field trips, or other issues, please notify and provide proper documentation to Teryl Wilson, the School Registrar.

Believing that a child's educational experience is enhanced through active parent participation and partnership, the School seeks to facilitate communication with all parents. Absent a court order to the contrary, all parents for whom the School has contact information will receive normal school mailings (*i.e.*, grades, teacher comments, all-School email) and other School communications. As part of this commitment, it is parents' responsibility to ensure that any communication from the School is shared among their family. In addition, parents are expected to include any other parent(s)/guardian(s) of their child on electronic communications to the

School, including emails to teachers. Given the unique legal situation of each family, the School may make exceptions to this policy on a case-by-case basis.

The School expects separated or divorced parents to cooperate and partner with the School with respect to their child's education. For this reason, the School will not get involved in parental disputes or custody issues.

## **Current Family Contact Information**

Parents are expected to keep the School informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergencies.

## **Lincoln School Parents Association (LSPA)**

### **Mission**

The mission of the LSPA is to:

- Foster effective and positive communication among Lincoln School, its administration, its faculty, and parent body;
- Enrich the quality of the student experience at Lincoln by encouraging the involvement of the parents in the School's programs and activities;
- Support parents in preparing their children for satisfying and productive lives;
- Support parent engagement and participation in the Annual Fund and other fundraising priorities that build a stronger and more vibrant community for learning at Lincoln;
- Provide a vehicle for the expression and resolution of concerns shared by parents or any group of parents; and
- Foster a community in which education and a lifelong love of learning are celebrated.

### **Class Representative**

Class representatives act as the liaison between the parents, the Lincoln School Parents Association (LSPA) and the school administration. They support the activities of the school and promote its goals and philosophy. Specific responsibilities include attending LSPA meetings (typically four times a year) as well as divisional meetings, calling for volunteers, assisting in organizing LSPA events and welcoming new families to the Lincoln community. Class reps are critical to relaying important news and information (reminder emails, informational meetings, volunteer opportunities, upcoming events) to the class(es) they support.

## Organization and Membership of the LSPA

All members of the Lincoln School Parent Community are automatically members of the LSPA. The LSPA is led by a Leadership Team. Detailed information about the LSPA can be found in the portal.

## Volunteer Opportunities

For more information on how you can get involved, contact Betsy Hunt, [ehunt@lincolnschool.org](mailto:ehunt@lincolnschool.org).

## Annual Fund and Fundraising

The Lincoln Fund helps cover the gap between tuition and the actual cost to educate each and every student. Your support of the Lincoln Fund goes to:

### Academic Excellence

Our cutting-edge program is rooted in four academic pillars—character, curiosity, connection, and courage.

### Athletics

Athletics at Lincoln are all about girls: they're the focus and the stars.

### The Center for Justice, Peace, and Global Citizenship

The Center for Justice, Peace, and Global Citizenship is the hub for all matters pertaining to diversity, inclusion, justice, multiculturalism, and global citizenship at Lincoln.

### Faculty & Staff Enrichment

Lincoln is home to outstanding faculty and an innovative curriculum, giving our students an academic experience they truly can't receive anywhere else.

### Financial Aid

We are committed to making the investment of a Lincoln School education affordable and accessible to a wide range of families. Our diversity is one of our greatest strengths.

### Performing and Visual Arts

Creativity abounds at Lincoln. The opportunities start early and grow to provide students with the chance to shine on stage or behind the scenes.



## Reggio Emilia Instruction

We offer a unique path to discovery for boys and girls six weeks through Pre-Kindergarten through our child-directed, Reggio Emilia-inspired approach, which emphasizes collaboration and process.

Questions about supporting Lincoln School? Reach out to the Advancement team at [advancement@lincolnschool.org](mailto:advancement@lincolnschool.org).

## Lower School Parent Involvement

### Conferences, Academics, and Reports

The School provides detailed reports to convey to parents their child's progress in relation to potential. Goals and expectations for each grade level can be found in the Parent Portal.

There are typically four reporting times for Early Childhood through Grade 5: A parent-teacher conference in early November, progress report at the end of January, parent-teacher conference in early April, and a progress report in June. In addition to these regularly scheduled reporting times, either the parents or the School may request a conference to discuss specific issues.

On Parent-Teacher Conference Days, we will not be offering childcare for the duration of your conference or vacation camps this year.

## Middle School/Upper School Parent Involvement

### Parent Conferences

Parent conferences with teachers and advisors are typically held at the end of the first quarter in November and at the start of the third quarter in early April.

Parent conferences for students in all grades may be held in addition to these regularly scheduled meetings at the request of either the families or the school

### School Gatherings Off Campus (Not Sponsored by the School)

It is important to remember, through their quest for acceptance from peers and their desire for greater independence, that students still need clear boundaries and guidance, and the following section provides some ideas to consider. They are designed to be practical and, more importantly, are based on the values that we, as a school, stand for as part of our mission. In this sense, we hope that all our parents will support these in spirit, if not in letter.

**1. Always be at an event or party in your own home.**

- The parents or guardians should be the greeters. During the party, parents/guardians should casually make their presence known.
- Have the party in a part of the house where the guests will be comfortable and where you can maintain adequate supervision.
- Be the ones to bring in the food and beverages. This will keep the party running smoothly, and it will allow you to meet your child's friends.
- Occasionally walk around outside.

**2. Clearly establish ground rules and expectations with your child before the party takes place (before your child goes to any social event).**

- Let students know your expectations: they want guidelines, though you may hear something quite different.
- Give students options, but with clear guidelines. Discuss their responsibilities and discuss what the consequences are for inappropriate behavior and what the rewards are for appropriate behavior.
- Stress the concept of shared responsibility.
- Parents should take the responsibility of "playing the heavy," if there is inappropriate behavior.

**3. Make sure there is plenty of food and non-alcoholic beverages and plan activities.**

**4. If your child is invited to a party, you should contact the parent giving the party and:**

- Verify the location.
- Verify that parents will be present.
- Verify the starting and ending time.
- Offer assistance (e.g., chaperone, food, etc.).
- If there is to be a sleepover, find out what the ground rules will be.

If parents must be away for any length of time, make arrangements for quality supervision in the home to ensure that parents, students, and the home are protected. Too many parties occur in homes when parents are away. Let the School and neighbors know if parents are away.

# APPENDIX A: Pandemic Policies

- Students and families should self-screen for symptoms of COVID-19 every morning and stay home when sick.
- Students who develop any symptoms of illness will be sent to the Health Center where they will await pick-up, which should occur within an hour.
- Students/faculty who are exhibiting COVID-19 symptoms should report directly to the nurse.
- Students/faculty with COVID-19 symptoms will be kept in isolation rooms until they can safely travel home or be picked up by a family member.
- Students will be strongly discouraged from using the Health Center unless absolutely necessary.

## Early Dismissal Due to COVID-19 Symptoms During School

Any student who experiences [symptoms of COVID-19](#) before the start of the school day should stay home.

Students who present with any combination of symptoms consistent with COVID-19 while at school will be sent home.

- Per CDC/RIDOH guidelines, **In the absence of a more likely diagnosis, any person with one or more of the following symptoms should be considered a probable case**
  - New cough—in students with allergic or asthmatic cough, a change in cough from baseline
  - Shortness of breath or difficulty breathing
  - New loss of taste or smell
  - Fever or chills
  - Muscle or body aches
  - Headache
  - Sore throat
  - Fatigue
  - New congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Students with symptoms of probable COVID-19 will be presumed positive and will immediately be placed in an isolation room separate from well students and adults until pick-up.
- A parent or emergency contact person will be notified immediately.
- Pick up needs to be within 1 hour.

- Parents will need to have a local backup person designated for pick up in the event that they cannot make it in the time frame.
- Parents will be advised to follow up with their student’s PCP or healthcare provider within 48 hours and schedule a COVID-19 test as needed.
- If the student tests negative, they may return to school if the following conditions exist:
  - the student has been fever free for 24 hours without the use of fever reducing medication;
  - symptoms have improved or resolved (student is back to usual health);
  - completes an after-illness attestation.
- If the student tests positive, they may return to school if they meet the CDC/RIDOH guidelines for ending isolation, the RIDOH recommends symptom based strategy for ending isolation. These guidelines include the following:
  - fever-free for 24 hours without the use of fever reducing medication;
  - symptoms have improved or resolved (student back to usual health);
  - 10 days since symptoms first appeared (20 days for severely immunocompromised individuals).

## Absence From School Due to COVID Symptoms

A student will be excused from school for COVID-19 related symptoms or illness for the time designated by the RIDOH guidelines but a parent or guardian must attest that certain guidelines have been met prior to the student’s return.

- If student is symptomatic, but not probable for COVID-19, attestation from parent or guardian documents the following:
    - the student has been fever free x 24 hours without the use of fever reducing medication
    - symptoms have improved or resolved (student is back to usual health)
    - if student was tested, that the test result was negative
  - If the student has symptoms that indicate probable COVID-19, attestation from parent or guardian documents the following:
    - the student tested negative for COVID-19;
    - has been fever free for 24 hours without the use of fever reducing medication;
    - and**
    - symptoms have improved or resolved (student back to usual health).
- OR**
- If the student is asymptomatic, but test positive for COVID-19, attestation from a parent or guardian documents the following:
    - the student tested positive but has since met the CDC/RIDOH guidelines for ending isolation\*\*;
    - an after-illness attestation is required.

In addition, if a student is a close contact of a confirmed case of COVID-19, that student must quarantine for 7 days after the last exposure to the confirmed case and test for COVID-19 after Day 5. If the test is negative, the student can return to school with attestation. . If the close

contact lives in the same household, the quarantine starts when the confirmed case ends isolation. The student must meet the CDC/RIDOH guidelines for ending quarantine.

\* RIDOH recommends symptom-based strategy for ending isolation for symptomatic individuals. Isolate until:

- fever free for 24 hours without the use of fever reducing medication;
- symptoms have improved;
- 10 days since the onset of symptoms (20 days for the severely immunocompromised).

\*\* RIDOH recommends a time based strategy for ending isolation for asymptomatic individuals. Isolate until:

- 10 days since the date of specimen collection (20 days for the severely immunocompromised).

# APPENDIX B: Daily Operations 2021–22

## Lower School Hours of Operation

The building is open to students from 7:30 a.m. to 5:30 p.m. Students will go directly to their classrooms at 7:30 and if they stay beyond dismissal, they will be part of the Extended Day/Enrichment program.

## Middle and Upper School Hours of Operation

The building is open to students between the hours of 7:30 a.m. to 4:30 p.m. Students should not be dropped off before 7:30 a.m. All students must leave campus by 4:30 p.m. unless involved in a supervised program (such as theater, athletics).

## Lower School Arrival

- Prior to school arrival, all students and families must screen for COVID symptoms.
- Early Childhood-Kindergarten students can be walked to the door of Lower School by a parent or guardian. Other students should be dropped off in the front circle.
- Students can not arrive before 7:30 a.m.

## Middle and Upper School Arrival

- Prior to school arrival, all students and families must screen for COVID symptoms.
- Students can not arrive before 7:30 a.m.
- Students will go directly to their first period class
- All first period teachers will be in their classrooms ready to monitor students by 7:30 a.m.
- Classes begin at 8 a.m.

## Lower School Dismissal

- Lower School students should be picked up at 3:05 in the front circle.
- Students in Extended Day and Enrichments (Grades K–5) should pick up their children from the Front Circle. Extended Day will be held in the Middle School Meeting room which is visible from the circle. If you need to reach Maeghan D'Abrosca call her at 562-230-9413.

## Middle and Upper School Dismissal

- At 3:15 p.m. all students who are going home immediately should exit the red doors and wait on the front lawn adhering to 3-foot social distancing guidelines.
- All students who will not be picked up at 3:15 p.m. should go to the Dining Room for proctored after-school study hall

## Middle and Upper School After-School Study Hall Guidelines

- All students are required to be in an after school, supervised study hall if they choose to remain in the building after 3:15 p.m.
- Students must be picked up by 4:30 p.m.

## Middle and Upper School Break

- Students may spend breaks in any location.
- Students may only eat during break in the dining hall or in their next period classroom.
- All teachers who have a class after break must be present in that classroom to monitor students.
- Division Directors and Dean of Students will monitor the dining hall.
- Students may eat while three feet apart.

## Lower School Lunch

- Students in Early Childhood and Kindergarten will eat in their classrooms or outside.
- Students in Grades 1-5 will eat in Wheeler Gym, the Dining Room, or outside. Students must be 3 feet apart while eating, while at lunch will be 6 feet apart at different tables.

## Middle and Upper School Lunch

- Students will eat in the Dining Room and in Wheeler Gym. Students must be 3 feet apart while eating, while at lunch will be 6 feet apart at different tables.

## Middle and Upper School Hallway Movement

- Students and faculty should maintain social distancing when passing through hallways.

## Lower, Middle, and Upper School Masks

- Masks must be worn by all individuals when inside and in crowded settings outside when distance cannot be maintained.

## Lower, Middle, and Upper School Bathrooms

- All bathrooms will be considered single use bathrooms, including multiple stall bathrooms.
- An "In Use" sign will be placed on all bathroom doors. Students should queue outside of bathrooms with 6-foot social distancing while they await their turn.

## Appointments

Appointments, other than medical appointments, outside of school during the school day are strongly discouraged. If for some reason an appointment must be scheduled during the day, parents must send an explanatory note, email, or phone call to the front desk receptionist by the

start of the school day on the date of the appointment. Parents are also required to provide a doctor's note.

## Visitors to Campus

We will start the year with strict screening protocols for visitors and will limit indoor visitors significantly. This could change throughout the year as we adapt to changing health conditions.

\*\* If travel restrictions are put in place by the Governor and RIDOH, Lincoln will provide families with guidelines/parameters for their return to school.

## Middle and Upper School After-School Sports

The Lincoln School Athletics will follow the guidelines from the Rhode Island Department of Health, The Centers for Disease Control and Prevention, and the National Federation of State High School Associations. This plan was created to prioritize the safety and welfare of our student-athletes and coaches. We will always strive to provide athletic opportunities that promote athletic proficiency, strength and confidence.

\*\* **Important reminder** to all participating fall athletes and parents/guardians. Athletes **must** have a physical administered by a physician prior to participation in their sport. Please have your physician email you a copy of your physical, so that you can submit the information into the Magnus Health portal. Ortho Rhode Island is offering free exams for fall athletes—call and make an appointment if your current physician is not an option.