



LINCOLN

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ELEMENTARY SCHOOL

Handbook

2025.2026



LINCOLN

Asociación Escuelas Lincoln

Elementary School Handbook

2025-2026

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WELCOME TO LINCOLN ELEMENTARY SCHOOL!

This handbook was created to help all members of our community understand the practices, policies, and procedures of Lincoln Elementary School. You may find that our school has many similarities to other elementary schools your child has attended, but there are likely differences as well. If after reading this handbook you have questions, comments, or concerns about your child's school day or learning environment, please speak with the person who will best be able to help your child, which could include your child's teacher, the counselor, the assistant principal, or the principal. We are all interested in your feedback and in helping you make a smooth transition into the Lincoln community and to fully enjoy your experience as long as you are here.

Lincoln School is fully accredited by NEASC (New England Association of Schools & Colleges) as well as the Argentine Ministry of Education. Our curriculum is directly linked to U.S. standards in order to ensure that our methodology and expectations are of the highest quality.

WHO ARE WE?

The entire student body, from our youngest students through High School Grade 12, includes approximately 620 students, with approximately 250 of those students in the Elementary School. About 25% of our students are from North America. The remainder of the student body is composed of Argentine citizens (20%) and students (55%) from more than 44 other nations.

ACADEMIC YEAR STRUCTURE

The academic year of Lincoln School is divided into two semesters. The first semester is from August - December; and the second semester is February - June. The full academic calendar is updated and available on the school's website. When planning family vacations, we encourage you to make every effort to have your child attend every scheduled school day. While we support the value of family vacations and understand that occasional scheduling conflicts may arise, students' best opportunity to learn comes in the classroom with their peers and teachers.

Semester report cards are sent home two times per year at the end of each semester. Our teachers send unit summary reports throughout the year as students finish units.

During each semester, student learning conferences (Parent-Student-Teacher) are scheduled. All Elementary School parents are invited to participate in both conferences. Additional conferences can

be arranged at any time throughout the school year at either a teacher's or parent's request. Teachers can be contacted by email or through the Elementary School secretary.

ELEMENTARY LEADERSHIP TEAM

Principal	ES Office	Derek Dalasta
Assistant Principal	Es Office/213	Chris Horton
National Programs Coordinator	ES Office	Gregory Hines
Learning Coach	Rm 417	Belinda Williams
Counselor-Kindergarten 4-Grade 2	Rm 506	Cassie Doyle
Counselor-Grades 3-5	Rm 507	Fernanda de Almeida Franco
Secretary	ES Office	Brenda Poggio
Secretary	ES Office	Camila Tonet

OUR MISSION

We inspire and challenge all of our learners to be kind and ethical members of a global community. We empower them to develop into self-aware, confident, innovative, and collaborative change-agents committed to honoring diversity and enhancing their world.

OUR CORE VALUES

We are ...

- Open,
- Fair,
- Reflective,
- Compassionate,
- Resilient,
- Committed to Integrity.

We believe our community is at its best when we:

- Respect and care for ourselves and others;
- Learn with joy and purpose;
- Place inquiry at the center of our learning;
- Create opportunities for individual growth and reflection;
- Instill cultural competence;
- Make socially and globally responsible choices, and
- Honor our environment, reduce our footprint and act sustainably.

FAMILY RESPONSIBILITY

The school will promote actions for parents to:

- meet with educators;
- cooperate with teachers in the student's education
- participate in meetings and events organized by the School, such as advisory meetings for parents, checking progress reports/report cards, and the presentation of projects by the students; be interested in the events of daily school life,
- share the school philosophy and mission.

IMPORTANT DOCUMENTS

[Educational Contract](#)

[Guardianship Form](#)

ACADEMIC PROGRAM

DEFINITION OF LEARNING

Learning is the intentional process of making sense of the world through exploration, expression, and reflection. The journey of life-long learning is transformative, inspires action, and opens new pathways.

ATTRIBUTES OF A LINCOLN LEARNER

Learner as Thinker and Researcher

At Lincoln, we believe that learners must be Inquirers. We ask questions to explore a topic or issue, using prior knowledge, personal experience, and/or cultural frames of reference.

We also believe in the importance of being Discerning Problem Solvers. Learners determine the roots of the problem to address its complexity and shape a solution path.

Lincoln Learners are Innovative Designers. We craft imaginative and purposeful solutions, findings, prototypes, performances, and media using design thinking and inquiry processes.

Also, we strive to be Critical Researchers. Learners select and analyze a range of data sources and viewpoints, while ethically using the research process.

Learner as an Agent of Change

In order to impact meaningful change, Lincoln Learners are Global and Local Ambassadors. We engage with others to identify and explore authentic contemporary issues in local and global contexts and propose solutions that will improve the lives of others.

Our Lincoln change agents are also Ethical Citizens. We make ethical choices and demonstrate integrity by anticipating and evaluating the consequences of words and actions to promote positive impacts in the community.

We also Advocate for Justice, Equity, Diversity, and Inclusion (JEDI). We embrace diversity and advocate for inclusive practices that promote equity and justice.

Learner as Communicator

In order to learn well at school and in life, we believe in the importance of being a Responsive Listener. We contribute to interactions by respectfully seeking to better understand someone's point of view using home or acquired languages.

Learners at Lincoln are also Critical Readers. We work to comprehend and analyze different texts in home or acquired languages across various disciplines for multiple purposes.

Communicators also grow to become Articulate Speakers at Lincoln. We express information and ideas, being mindful of purpose and audience in home or acquired languages.

We are also Effective Writers, generating rich and well crafted texts that show a command of language, and are informed by use of genre and strategic use of evidence in home or acquired languages.

Communication at Lincoln also involves becoming Creative Producers. We express complex ideas creatively, in home or acquired languages, for a variety of purposes by producing original work emulating professional techniques and using a variety of contemporary media formats.

Learner as Self Navigator

At Lincoln, we believe that it is essential for learners to Self-Monitor: We cultivate a growth mindset towards understanding our own emotions, thoughts, and behavior and are motivated to develop interests and pursue goals with a sense of purpose and efficacy.

We strive to be effective Self-Managers. Lincoln learners prepare for learning, plan for timelines and completion of work, manage our own emotions, thoughts, and behaviors effectively in different situations, and contribute positively to school culture and climate.

We are also positive Relationship Builders. We establish, maintain, and advocate for healthy and supportive relationships with culturally diverse individuals and groups, collaborate with empathy and work effectively in teams, while resisting negative social pressure, resolving conflicts constructively, and seeking or offering help when needed.

ASSESSMENT, GRADING SYSTEM AND REPORT CARDS

Both internal and external assessments are used at Lincoln School in order to inform and refine instruction so that we may better meet the learning needs of each student as well as to communicate progress. Internal and ongoing assessment takes place in each classroom throughout the school year.

As a form of external assessment, the school uses the Measures of Academic Progress (MAP) as its standardized testing measurement. This testing is administered to grades 2, 3, 4, and 5. The MAP is an adaptive test which is designed to measure a student's instructional level and growth over time. It is developed using Common Core standards measuring Mathematics, Reading (In English and Spanish), and Language Usage. It is given more than once per year and is used to monitor academic growth over the school year.

LINCOLN ELEMENTARY LITERACY

Our literacy units are grounded in current research around structured literacy and early literacy development. We use the [Common Core ELA Standards](#) to structure and assess our students' reading,

writing, speaking & listening, and foundational skills. We use a variety of literacy screeners and diagnostic tools to periodically measure students' reading progress, identify their strengths as a reader, and set instructional goals. Our teachers regularly work as a team with learning support, language support, our learning coach, and various consultants.

Foundational Skills: At Lincoln Elementary School, learners in the early grades explore how letters and sounds work to form words with explicit phonics instruction in a cohesive scope and sequence. As students progress into the upper grades, they continue their word study by examining morphology and word parts, studying words with multiple syllables, learning Greek and Latin roots, and exploring how grammar and sentence structure support clear and effective communication.

LINCOLN ELEMENTARY MATHEMATICS

Our mathematical program at Lincoln challenges students to make real world connections and solve problems that they may encounter in their daily lives. Students are encouraged to use manipulatives to create visual representations of their thinking. During math discussions, learners share their mathematical reasoning and explain their thinking and process to peers.

Lincoln instructors utilize the [Common Core Math Standards](#) and the tools from Illustrative Mathematics, a research-driven and problem-based program out of the University of Arizona to guide their units, which progress and build upon one another over the span of the school year and across the grade levels.

LINCOLN ELEMENTARY SCIENCE

Lincoln's philosophy around science education is to engage students through active learning, inquiry, and sense-making. Students study life science, earth and space science, and physical science. In addition, they engage in concepts that extend beyond the discipline of science into other subjects like math or literacy.

Lincoln uses the Next Generation Science Standards (NGSS) to create instructional units in which learners investigate observable and intriguing phenomena. Students are evaluated through performance assessments that enable them to assume the role of scientists and engineers and solve problems or make sense of how or why a phenomenon occurs. Students engage in 21st century science and engineering practices like questioning, developing models, analyzing data, and arguing with evidence.

LINCOLN ELEMENTARY SOCIAL SCIENCE

Lincoln's Elementary Social Science program is grounded in the C3 Curricular framework created by the American National Council for Social Studies. The C3 framework aims to help students grow skills such as developing questions, gathering sources, developing claims with evidence, and taking informed action. During guided inquiry cycles, Lincoln students are exposed to four core disciplines within the Social Sciences, including: History, Economics, Geography, and Civics.

LINCOLN ELEMENTARY SPANISH

As an accredited bilingual school in Argentina, Lincoln Elementary School provides our students with Spanish lessons in order to acquire excellent Spanish language skills over time. To that end, Lincoln offers differentiated instruction to students with varying degrees of proficiency in Spanish from beginners to advanced by grouping them according to their language and communication skills. We focus on providing opportunities for all learners to develop their skills and assess their progress regularly to ensure that they are in the academic environment that best suits their needs.

For our proficient and native speakers, the school bases the content of its lessons on the curriculum designed by the Province of Buenos Aires which delineates the standards covered throughout Elementary School. Students learn both Language Arts and Social Studies content.

LANGUAGE & LEARNING CENTER AND LIFE CENTERED EDUCATION

The Language & Learning Center (LLC) within Asociación Escuelas Lincoln's Support Services Department works with students with diverse medical, physical, language, learning, behavioral and emotional profiles. This wide range of needs requires differing levels of support in a variety of models including opportunities within the homeroom and in small group instruction in an additional setting. Based on the identified needs and learning targets, students may have accommodations written into an Individualized Learning Plan (ILP) with personalized academic goals and modified curricula. Our guiding principle is that all students are capable learners and have the right to an enriching education.

Life Centered Education (LCE) is an extension of Asociación Escuelas Lincoln's Student Support Services Department. Working in close collaboration with Language & Learning Center, LCE is dedicated to supporting inclusive educational opportunities for students with varying levels of intellectual development. LCE faculty provide individualized plans of instruction to meet the cognitive, developmental, communication, and social needs of students with complex challenges.

Recognizing that every student is best served within a model of shared responsibility for all students, we partner collaboratively with all faculty and staff to build plans of support that deliver social, emotional, and academic learning opportunities. The effective home-school partnership is foundational to ensuring student growth in their individual learning paths. Faculty in the Support Services Department also serve as key liaisons to families and external partners, such as psychologists, occupational therapists, speech therapists, and learning specialists to ensure a cohesive plan of support.

AFTER SCHOOL ACTIVITIES

We offer an After-School Activities Program for students in Kinder 5 through Grade 5. Activities range from arts to technology to sports and vary from semester to semester. These activities are recreational in nature and are not meant to replace more serious skill based instruction or training. Every session lasts approximately one hour (K5 to Gr. 5 from 3:45 to 4:45). Kindergarten 3/4 students are not allowed to take After School Activities, and Kindergarten 5 students are only allowed to participate in 2 activities per week. Expectations for behavior during activities are the same as during the school day. Unsafe, unkind, and/or disrespectful choices may result in students losing the privilege to participate in activities.

For the safety of your child and to comply with the requirement that all children be supervised when they are on campus, we need you to pick your child up by 5PM. If you are unable to consistently collect your child in a timely manner and we cannot resolve the issue, the school reserves the right to remove your child from the activity. There is a bus service for students participating in After-School Activities, which departs school at 5:15PM. Please contact the After-School Activities Coordinator or the Activities & Athletics Director: Sara Zohoré for more information.

In the event that you sign your child up for an activity and due to any reason your child does not want to participate or behaves in a way that is unsafe, unkind, or disrespectful your child will be asked to withdraw from the activity. If your child must miss his or her after-school activity, the secretary must be informed by the parent in writing to avoid upsetting situations during dismissal. Emails and written notes are acceptable.

COUNSELING

AEL has two school counselors in the elementary school. One counselor works primarily with Early Childhood through Grade 2. The other counselor works primarily with Grades 3-5. The school counselors visit classrooms, meet with students, and conduct social emotional lessons using the Second Step Curriculum. The goal of these weekly lessons is to enhance the social and emotional

growth of all students. The counselors work closely with the principal, parents, classroom teachers, Spanish teachers, and the Student Support program to create the kind of environment at Lincoln that ensures the success of each of our students. Counselors are available to discuss any issues of concern brought in by students, teachers, and/or parents. The counselors provide individual and group counseling for students, upon referral from teachers and parents. In addition, the counselors provide communications via weekly newsletters and offer opportunities for parent education.

FINE ART PROGRAMS

Lincoln Elementary School offers exciting opportunities for students to explore music and art as part of their weekly learning experiences. Not only do our students learn musical literacy and develop singing skills, they become proficient at playing our Orff instruments, recorders, and rhythm instruments. In art class they paint, draw, sculpt, and create collages, etc. as they expand their understanding of the aesthetic world. Musical concerts, art exhibitions, and after-school opportunities are also part of the Lincoln fine arts experience.

PHYSICAL EDUCATION

Physical Education is an important part of our curriculum. Our students engage in swimming, track and field, tumbling, sports games, balance activities, dance, and juggling to develop their coordination, sense of self, control, and sportsmanship. Children should wear blue shorts or sweatpants, sneakers or tennis shoes (no Crocs™) in order to participate safely in our class activities.

In case of absence, a note from a parent (for 1 day out) or a doctor (for more than 1 day out) excusing a child from swimming or regular PE class is required.

LIBRARY

The Lincoln Library Department includes the elementary school library and the middle school/high school library. Both libraries serve the Lincoln students, families, staff and faculty. The entire Lincoln library collection contains over 30,000 print volumes. The digital collection includes over 2,000 e/audio books and numerous database subscriptions for research from early childhood to grade twelve.

The elementary library's focus is on resources for early childhood classes to grade five. The titles are in English, Spanish, and a growing number of additional languages. The library is organized specifically to support student agency, so even the youngest Lincoln learners will be able to locate books of interest on their own. The collections are updated yearly to meet student and curricular needs. The library works on a combination of fixed and flexible schedules. All elementary classes have scheduled

times for checking out books, while the librarian works closely with the classroom teachers and the tech coordinator to support teaching information literacy, research skills and to encourage curiosity and love of reading.

All students receive a library bag at the beginning of the year. Students are encouraged to use the bags to stay organized at home and at school. Lost or damaged books will result in a replacement fee. Fees will be returned if the book is located. We would much prefer to have the book rather than the fee.

The library hours are from 7:45 AM to 4:15 PM Monday through Friday. The library is also open on frequent Saturdays for family fun time, and specific days during the long vacations. One morning per week is dedicated to Tiny Tales for Tots, a storytime for babies to age three and their caregivers. Please contact the librarian for more information. All special dates are advertised in the Flying Condor.

Students are welcome to come before and after school and during the day to browse or study. Parents are invited to visit the library after school and are encouraged to check out books for themselves and their children. The library sponsors many activities and clubs throughout the year, including the G5 Library Page Leaders, Library Legos, Lunch Bunch, Library Recess, Reading Club, Battle of the Books, etc. If you have any questions about the library, please contact Melissa Cavender, Elementary Librarian, melissa.cavender@lincoln.edu.ar.

ELEMENTARY SCHOOL TECHNOLOGY

The Lincoln Elementary School technology program is designed to integrate technology into the curriculum. Following ISTE standards, studies include an engineering design element. This engages the learner in the content and accesses technology to create original products, to collaborate with peers, to solve problems, and to conduct research. We strive to also include design, coding and robotics units from early childhood to grade 5.

The Elementary School Innovation Lab and Library serve the Elementary School with up-to-date hardware and software. Grades 1 and 2 have 1:1 iPads. Grade 3-5 students have 1:1 Chromebooks. In addition, grade levels have supplemental devices to serve their learning needs. Technology is also actively integrated into all curricular areas.

EMPOWERED USE POLICY

In seeking to emphasize the transformative and positive aspects of technology in our world, we have reorganized and redefined what we expect of all technology users at Lincoln – students, teachers, and staff.

The main elements of the policy are centered on:

Empowerment: do awesome things with technology and share them appropriately. Be respectful: promote the sense of community we have at Lincoln.

Be smart and safe: technology can affect many people simultaneously and instantly, so be a good digital citizen.

Be careful and gentle: our technology resources are limited – so take care of networks and devices.

Every student in the Elementary School will be made aware of the expectations and requirements of using technology, school accounts, passwords, etc. (the rules), and will be asked to sign that he/she understands this policy. This includes logical and structured consequences for any violations.

EQUIPMENT

1. All equipment, such as keyboards, mice, microphones, headphones, cameras, and video equipment should be handled with care and respect.
2. Always get permission before plugging in or unplugging equipment, such as pen drives and headsets.
3. Logout on computers and leave other equipment in good order for the next person.

INTERNET

1. Use the Internet only when given permission by your teacher.
2. Use only those websites and servers that your teacher assigns as part of a learning project.
3. Information found on the Internet, such as pictures, text, and documents, should be saved only as assigned by your teacher.
4. Some Internet pages contain commercials or “ads” – do not click on commercial or “ad” links.
5. Never sign-up for special offers or send electronic greetings.

RESPONSIBILITIES AND ETHICAL USE

1. No student, under any circumstances, may log into somebody else’s account.

2. Turn away your eyes when someone is typing their password.
3. Be polite and use appropriate language in all electronic communications.
4. Use electronic communication tools only for educational purposes.
5. Tell your teacher if someone is not following these technology rules.
6. All work completed using technology resources must be your own.
7. Information found on TV, video, and computers may be the property of someone else. Make sure you have permission to copy information and cite it properly.
8. Use the school's computers only as they have been configured. Do not alter any computer's desktop, operating system, or software.
9. Store only school-related data on the network. Student directories may not contain programs, music files, videos, ZIP files, games, etc. unless they have been specifically approved by a teacher or the system administrator.

CONSEQUENCES

The use of the Lincoln Network and Internet is a privilege, not a right. The School administration may deny, revoke, or suspend specific user accounts. Inappropriate use may result in a cancellation of internet use privileges.

PROMOTION AND RECUPERATION

National Program Academic Regime / Resolution La Plata, May 6th, 2016

With regards to promotion and recuperation, Asociación Escuelas Lincoln follows Argentine law pursuant to resolución 1057-2014 and resolución 197-2016.

ELEMENTARY UNIFORM POLICY

Lincoln Elementary School students are required to dress in uniform.

Students need to come to school in uniform every day except for designated days which will be communicated through official channels (teacher or elementary office notification to families). We ask that parents help us to enforce proper uniform attire by making sure students have ready access to clean uniform clothing every day. Additionally, please label all students' clothing to ensure that lost items can be returned to appropriate owners.

On Fridays, students may wear Lincoln spirit wear t-shirts as supplied by PAL instead of the regular Lincoln logoed shirt.

Students are exempt from wearing uniforms on their birthday. Please ensure that any dress down clothes are still school appropriate.

The uniform is as follows:

Shirts: White or navy blue, long- or short-sleeved polo shirts. All shirts must have the Lincoln school logo.

Bottoms: Students need to wear navy blue pants, skirts, skorts or mid thigh shorts. Pants/trousers may not have embroidery, patches, decorations, holes or patterns. No denim.

Sweaters/Sweatshirts/Hoodies: Any type of plain navy blue material with or without the Lincoln logo. All outer tops should not have embroidery, logos other than the Lincoln logo, patches, decorations, holes or patterns.

Shoes: Students need to wear flat comfortable shoes.. Athletic or running shoes are appropriate for everyday use and PE

PE/Fitness: White or navy blue shirts with the Lincoln school logo, navy blue shorts or navy blue sweatpants.

Swimming gear: The swimming kit must include a swimsuit, a swim cap, goggles, rubber shower shoes, and a towel. All items must be labeled with the students' name.

Clean, extra uniform items are kept in the Wellness Center should students come to school out of uniform. In the event of a persistent problem with appropriate dress, the student's parents will be called to collaborate on a solution.

WHERE TO BUY THE ES UNIFORM

Uniforms are easily purchased at the following stores:

ALVEAR DRIVE SCHOOL UNIFORMS

Alvear 410 in Martinez Tel: 4798-7648 Email: school_gang@hotmail.com Open: Mon-Fri 10AM to 7:30PM; Sat 10:00AM to 2:00PM

LINCOLN UNIFORMS

E-mail: uniformesshop@gmail.com Mara Tomasso 15-4099-2505

(uniforms will be delivered directly to school).

PAL STORE

Our PAL store sells two items of the school uniform:

- Lincoln spirit t-shirt may be worn on Fridays
- Sweatshirts available in blue.
- Lincoln logo patches

Contact PAL office for more information: pal@lincoln.edu.ar



Sweaters/Sweatshirts/Hoodies





Lincoln Logos/ Patches



HOME LEARNING EXPECTATIONS

A close examination of multiple current research documents on the efficacy of homework indicates many schools are moving away from traditional homework towards Home Learning policies. At Lincoln, we believe home learning is built upon the partnership between home and school and that learning occurs both within and outside the academic context. Parents, teachers, and students work together to identify home learning activities that build personal responsibility, focus on children's passions, time with family, individual needs, and play.

A recent survey of the Lincoln Community, including a sample of students, parents, teachers, and administrators, suggests that elementary students engage in rigorous, structured, learning activities in a bilingual context for 7.5 hours, often participate in structured after-school activities for 1.5 hours and many have long commutes between home and school which can exceed 1.5 hours.

Therefore, at Lincoln, the Elementary School will not assign traditional homework. We will encourage students to take ownership of their time outside of the classroom to identify their individual needs, balance seriousness of purpose with a joyful pursuit of learning and develop into lifelong learners.

Home Learning should include daily reading for pleasure and it is Lincoln's expectation that each student at Lincoln is spending time reading alone, or with others, every night. Reading out loud and silent reading are both components of our reading program and we encourage parents and children to read out loud together whenever possible.

SCHOOL LIFE

COMMUNICATION

Communication between home and school is vitally important and we invite you to message teachers and members of staff whenever you have a question or concern.

Our main methods of communication with you are:

Flying Condor - weekly newsletter from the school with sections from the superintendent and the ES principal

E-mail - messages are sent directly from the principal, school office or teachers to groups or individual parents. We commit to acknowledge or reply to emails within 24 working hours.

Whatsapp-PAL operates informal Whatsapp groups for grade levels of parents to receive reminders.

PLAYGROUND EXPECTATIONS

The playground is a part of the educational facilities and is used by Elementary School students every school day from 7:45AM-3:30PM. Supervision from school personnel is provided during that time. After 3:30 and on weekends, children must be supervised by a parent or other adult while using the playground. When you are supervising your child, it is important that you continue to follow the school's playground guidelines. We ask that students not arrive before 7:45 on school days.

RECESS BEHAVIOR

To help keep everyone safe and enjoying their recess time,

Student Council developed the following guidelines for recess:

- We act with safety in mind
 - Are you making safe choices and playing safe games?
- We take care of our belongings and the belongings of others

- Are you looking after the playground equipment?
 - Are you taking care of other people's things?
- We use the equipment provided to play
 - Are you playing responsibly and sensibly?
 - Are you using the toys how they were designed to be used?
- We clean up after ourselves

have you tidied away the cardboard, the balls, the sand toys if you use them?

- after snack, have you put your trash in the bin?
- We show kindness and respect to everybody.
 - Are your actions and your words kind and respectful?

CONSEQUENCES FOR IGNORING SCHOOL EXPECTATIONS

Parent partnership and open communication are central to helping students learn from their behavior; parents are informed of discipline taken with their children, often through a [Reflection Form](#) completed by the child.

At times students need extra support to help them learn from their choices, restore damaged relationships, and, when appropriate, take responsibility for their actions in the form of logical consequences (relevant, reasonable, and respectful). Teachers handle most behavior challenges in the classroom and will communicate with parents as necessary. School administrators may also handle small behavior incidents as a part of being an integrated part of a child's behavior support; these include addressing both challenging and positive behaviors.

Students will work directly with an administrator for repeated or extreme incidents, with the purpose of working together to learn from their choices and make agreements moving forward. Teachers and/or an administrator may assign behavior contracts to help students with their choices. In some cases, an in-school or out-of-school suspension may be an appropriate consequence for a student. If a student is unable to change his/her behavior with the support and guidance that is provided by the school then he/she may be expelled.

ANTI-BULLYING

Most children face bullying at some point in their lives whether it is as a bystander, the person who bullies, or the person who is being bullied. Our goal is to empower students with the traits and knowledge to prevent and manage hurtful behavior.

Bullying is defined as unwanted, hurtful behavior that involves a real or perceived power imbalance and the behavior is repeated over time. The deliberate intent of the bully is to harm. Types of bullying may include: physical, emotional, cyber, and relational.

A conflict is not bullying when students are mutually at-odds; where there is no power differential; where the conflict is equal (not one-sided); where there is not "one-target" being harmed; where the conflict is not typically repeated; where both students are angry, frustrated, and/or uncomfortable.

Lincoln counselors deliver instruction on bullying prevention including through programs such as Second Step. Students are learning skills in their classrooms like how to make friends, join in, manage conflicts, and recognize, refuse, and report bullying whether it happens to them or someone else. By recognizing, students learn the definition of bullying.

By refusing, students learn to stand up to bullying if the situation is safe enough. By reporting, students learn that talking to a trusted adult is not tattling and is done to keep someone safe. The Lincoln community must work together to combat bullying as we are all responsible for ensuring a safe and respectful environment!

Everyone at Asociacion Escuelas Lincoln is committed to making our school a safe and caring place for all students. We will treat one another with respect, and we refuse to tolerate bullying in any form at our school.

Dealing with incidents of bullying involves working with the victim, as well as the bully and the bystanders. Each receives counseling and support. There are several possible responses to the person who has been identified as having bullied others.

Students will:

- Treat each other respectfully
- Follow the Lincoln beliefs
- Be an upstander; refuse to let others be bullied or to watch, laugh, or join in
- Include everyone
- Report bullying to an adult
- Use social media and technology respectfully (see appendices for cyberbullying)

Staff will:

- Closely supervise students in all areas of the school - [supervision guidelines](#)
- Encourage use of the Lincoln beliefs

- Watch for signs of bullying and stop it when it happens
- Respond quickly and sensitively to bullying reports - potentially Initiate an 'eyes on protocol'
- Take seriously families' concerns about bullying
- Assign consequences for bullying based on the Behavior Policy

CYBERBULLYING

Cyberbullying is the use of digital-communication tools (such as the Internet and cell phones) to make another person feel angry, sad, or scared, usually again and again. Examples of cyberbullying include sending hurtful texts or instant messages, posting embarrassing photos or videos, posting mean or hurtful responses to posts from others, and spreading rumors on social media.

ELEMENTARY SCHOOL BEHAVIOR POLICY

ATTENDANCE

Regular and consistent attendance is critical to student learning. Students who do not participate fully in the curriculum and activities designed by the school do not gain the intended educational benefits of the program. The curriculum has been established to meet the needs of our local and international school population and emphasizes interactive, collaborative experiences. Class activities and assignments are organized in such a way that they cannot always be replicated at a later date. Regular daily attendance, therefore, is necessary and expected of all students.

Regulations require that parents must notify the school in case of absences. If a student is absent for more than 48 hours, parents are required to provide certification. In case of illness, justification is by medical certificate.

The school asks parents to ensure that their children begin classes from the first day of school onward and attend regularly. We urge parents to exercise discretion and avoid absences due to convenience, travel, and vacations during regularly scheduled school days and/or on days adjacent to weekends and school holidays.

ARRIVAL AND DISMISSAL

BUS RIDERS

Students riding the bus are expected to behave appropriately.

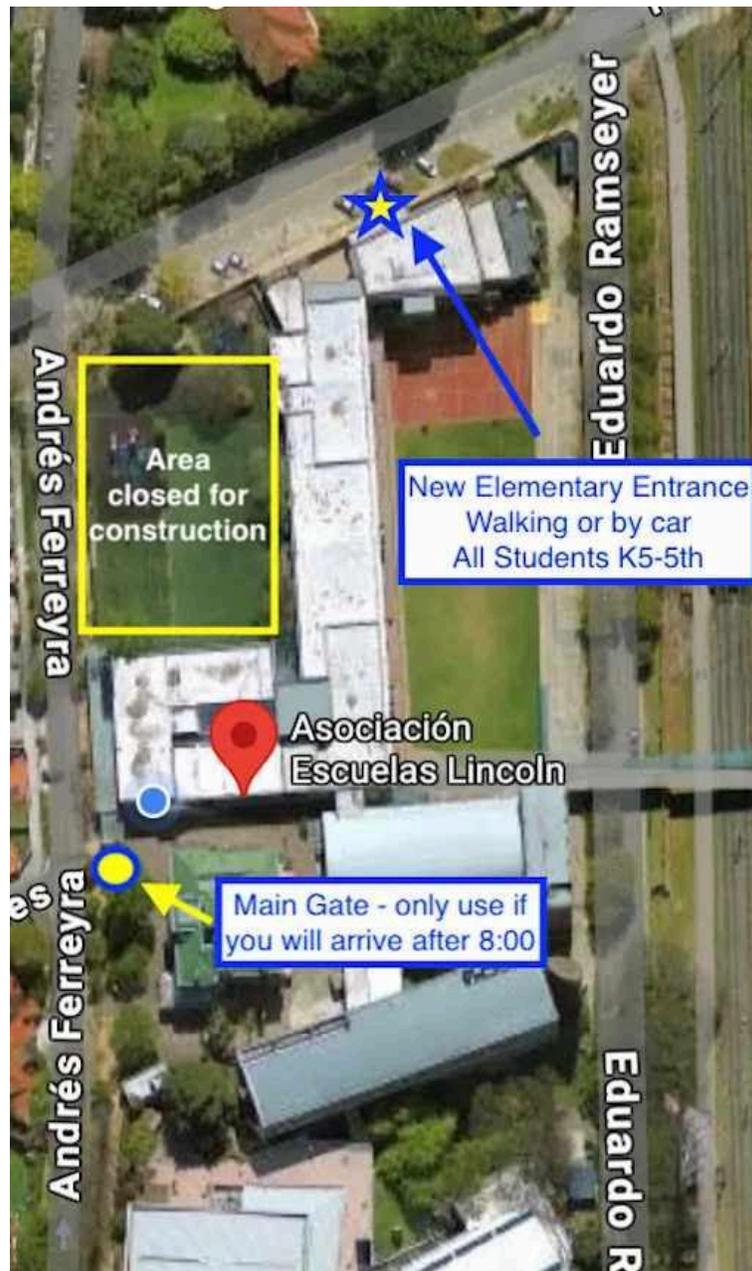
- Students are required to:
 - Be respectful to the bus monitor and other riders.
 - Follow directions of the bus driver and bus monitor.
 - Remain seated, facing forward, seat belt fastened.
 - Behave in a way that supports the safe operation of the bus.
- If a student needs to change his/her dismissal of the day, the secretary must be notified in writing before 1:00 PM (12:00 pm on Wednesdays) by the child's own parent or guardian. This includes changes in ASA.

Children arriving by bus need to be available for pickup at the informed time and are dropped off inside the campus where they walk up the stairs to enter the building. They then proceed through the school to the outside playground. The same is done in reverse at the end of the day; children are dismissed and escorted down to the bus area and are then delivered home according to their route.

Parent/Guardian Drop off and Pickups for August 2025:

Elementary Students will arrive and depart from school in 1 of 3 ways:

- Bus entrance (for students who take bus transportation)
- K3/K4 students will enter and exit through the gate on Andres Ferreyra right by their classroom, just north of the school's main entrance.
- K5-5th Grade students who walk or arrive by car will enter and exit through the new gate on Paraná, between the MS gate and the bus entrance.
- All children will be greeted by Lincoln staff and will then go play on the playground (or in their homeroom for K3/K4).
- The new elementary gate will be closed and locked at 8:00. If your child will arrive after that, they should enter through the main entrance on Andres Ferreyra to check-in at the ES office and get a tardy pass.
- Dismissal is at 3:30pm (2:00pm on Wednesdays). The Lincoln guards and ES staff will dismiss students through the same gate they entered.



Whenever you are within the Elementary School campus, it is required that any visitor sign in and out at the main gate, where the guard station is. For this reason, parents are especially requested to NOT enter the Elementary School building from the Parana, playground, or auditorium entrances.

EARLY DISMISSAL

Any change in a child's routine dismissal needs to be in writing, via communication from the child's parents or guardian. Communication must be done by an email sent to the secretary (esdismissal@lincoln.edu.ar) with a "cc" to the classroom teacher. In order to acknowledge receipt, you will always receive a reply within one hour. If you do not receive a reply, please call the school to confirm (ext. 201).

Please remember that all messages need to be sent before 1:30 PM. All dismissal changes are sent to teachers and bus chaperones at 2:30 PM. In order to support an organized and safe dismissal, changes for all Elementary School children need to be processed well before that time.

Students will not be allowed to leave campus by themselves or with older siblings during the school day. When a student must leave school before 3:30, parents are required to send an e-mail to the ES office (esdismissal@lincoln.edu.ar) indicating Full Name and ID of the adult taking the student and the reason for the early departure. There will be a form at the school gates for the adults to complete when leaving school with the student. The information you will give in the form will be: name of the adult, ID number, name of the student, grade level, date, time and signature. Parents taking students during the school day will also be required to complete the form.

BUS RIDERS:

Only the child's own parent or someone authorized by the parent in writing (note or [email](#)) may pick up the child from school.

A change in a student's usual dismissal procedure must be in writing (email to the [receptionist](#) and teacher), by 1:00PM (12:00 PM on Wednesdays) on the same day as the change.

If this notification is not received, the child will be sent home as usual. Please understand that even if you are at school and decide to change your child's departure, you must provide us with a note. A verbal "I'm going to take my child home" is not enough to satisfy our legal requirement. In order to support an organized and safe dismissal, we need a signed note or email from you.

SORRY, NO EXCEPTIONS MADE

If your child leaves during the school day, the authorized person receiving the child must alert the Elementary School receptionist and the classroom teacher, and must sign him/her out in the sign-out book with the guards at the school entrance.

EARLY WITHDRAWAL

If you are planning an early withdrawal from school, please advise the Elementary School Secretary and the Admissions Office as soon as you know so we can prepare all the necessary reports and transcripts. In order for us to give you those documents, we need to be sure all school resources have been returned. For those families departing early for vacation, report cards will be made available as per the regular distribution schedule, not earlier.

Please notify us if the withdrawal is confidential so that we know what to share with your child.

CHILD SAFETY

Asociación Escuelas Lincoln seeks to be a safe haven for all members of our community. We have a mandated responsibility from our host country, Argentina, to protect children from child abuse and neglect. To meet this responsibility, AEL will implement educational programs for students and employees regarding personal safety, child abuse and neglect, and appropriate adult conduct with children. Furthermore, the school will implement and regularly review procedures, including hiring, security and training practices, to ensure the safety of the children in its care. Administration shall communicate this policy, appropriate guidelines and educational resources to students, employees, parents, and parents of applicants.

EVACUATION PLANS

Emergency plans are in place for Lockdown and Building Evacuation. Practice drills are conducted multiple times per semester.

MISCELLANEOUS EVENTS

BIRTHDAY PARTIES AND CELEBRATIONS:

The school cannot take an active role in organizing or implementing children's birthday parties. We include the following procedures regarding birthday parties only because they are a source of potential misunderstanding.

- We ask that if invitations to your child's party are distributed at school, that you include ALL the children in your child's class, or all boys or all girls. If you prefer to have selected children attend the party, please arrange delivery of invitations to the parents of those children at a time outside of school. You may access the schoolwide directory for the contact information of other families.. Please note, that families may choose not to include their contact information in these lists and the school cannot provide it in these cases.
- If you are having a party that involves children leaving for your house directly from school, please email esdismissal@lincoln.edu.ar with your dismissal change.
- If your child is attending a party that requires a change in their usual means of transportation, you must inform the school in writing even if the parent having the party has informed the school. We must receive written notice from you giving permission for your child to alter dismissal procedures and attend the party.
- Any child leaving school to attend a party by any means other than usual must be authorized to do so in writing by the child's own parent stating what form of transport will be used and where the child is going.

BIRTHDAY CELEBRATIONS AT SCHOOL

Student birthdays can be celebrated at school in coordination with the homeroom teacher, typically in the last 15 minutes of the school day. Goodie bags, piñatas, party professionals, etc., are not allowed. All birthdays are recognized in our monthly Fabulous Friday assembly.

Students get to dress down in their favorite clothes as another way of celebrating their birthday at school.

GENERAL SERVICES AND INFORMATION

HEALTH SERVICES AND CARE

Please visit the Wellness Center website [here](#).

Please review the Wellness Center Policies in [English](#) and in [Spanish](#).

Location: ES Building (Entry through the 200 Hallway)

Opening Hours: Monday-Friday 7.30 am to 6.30pm / Saturdays from 9.30 am to 6.30 pm

Contact: 4851-1700 ext. 190/191 - 15.4437.5206

nurse@lincoln.edu.ar

CAFETERIA

A mid-day meal is served in the cafeteria every day. Families may elect to buy school lunch or bring lunch from home. Billed either monthly or by semester, in pesos. The daily fee will be applied according to the number of school days in each month. Students that have not hired the monthly lunch service may purchase daily lunch tickets from the ES secretaries or the Cashier. NO CASH PAYMENTS ARE ACCEPTED.

The procedure is as follows for ES: Students will purchase the daily lunch tickets from the ES secretaries. The name of the family will be recorded and cost added to their school fees.

August 2025 - Cafeteria Fees AR\$

K3/K4/K5 Monthly \$12000

Grades 1-12 Monthly \$14000

Lunch Ticket \$15000

A continuing effort is made to provide a well-balanced menu that is substantial in quality, quantity, and variety. We are committed to eliminating the consumption of soda and serious sugar-laden sweets, the middle and high school kiosks are off-limits to Elementary School students at all times during the school day.

NUTRITION

Research shows that students should consume nutrient-dense foods at school in order to foster proper growth, learning, and a healthy lifestyle. Natural foods aid in concentration and maximize brain function, while foods high in artificial sugar and chemicals impede learning. Therefore, students should bring healthy foods such as those listed below for snack and lunch.

Snacks that support learning and attention

- Fruits and vegetables
- Dried fruits (raisins, apricots, prunes, papaya, pineapple, mango)
- Seeds (sunflower, pumpkin)
- Nuts (unless specified by teachers because of allergies in the classroom)
- Dairy (cheese, natural yogurt)
- Popcorn (light or air-popped)
- Whole-grain and nut granola bars
- Whole-grain and nut/seed crackers
- Muffins and breads (low-sugar varieties including banana, bran, zucchini, carrot)
- Sandwiches - peanut butter and jelly, meat and/or cheese, etc.
- Sandwich meat - alone or rolled up with cheese and a toothpick
- Hummus (or other natural, plant-based dips)
- Water

Foods that impede children's ability to learn and should not be sent to school

- High-sugar baked items - Cookies (Oreos, Chips-Ahoy, etc.), packaged muffins, cakes, brownies
- Candy and other refined sugars (Nutella, lollipops, chocolate, chocolate milk)
- Yogurt with cookie or candy toppings (such as Oreos or M&Ms)
- Cereal bars high in sugar
- Soft drinks, sugary teas, and most juice boxes
- Food and drinks with high levels of artificial colors and flavors

Packaging Ideas to support the environment

- Buy/make bulk products brought in reusable containers (i.e. nuts, seeds, crackers, cheese, etc.)
- Fresh fruit and veggies brought in reusable containers.
- Single-use packaging is highly discouraged (including Zip-Lock bags).
- Reusable water bottle brought everyday.
- Label all containers.

BUS SERVICE

Bus service covering the general residential areas of Buenos Aires is available to students, at an extra cost to tuition. Parents may arrange for their children to use the bus service by signing up in the Business Office. The secretary in the business office will advise you regarding bus routes, stops, and

times. A student using the bus service may ride only the bus that is assigned to him or her. Due to safety and security reasons, changes in bus assignments must be requested the day before. Parents who plan to pick up or have others pick up their children must notify the school in writing by [email](#). School behavior expectations apply to all buses and riding privileges may be lost due to poor behavior.

LOST AND FOUND

There is a Lost and Found cabinet in the entrance of the Elementary School building. The school does not assume responsibility for any loss of personal property. The loss of personal items at school is an ongoing issue that can be minimized. There are several steps that parents and students should take to prevent loss of items at school:

- Mark all clothing and other items clearly with your child's name.
- Do not allow your child to bring items of value to school (i.e. money, electronic games, iPods, toys, jewelry, Pokemon cards, etc.).
- Be sure to take personal sports equipment home regularly.

FIELD TRIPS

The Elementary School makes use of local resources and locations for field trips when possible to support student learning in an integrated way with units of study. The school must follow numerous protocols and paperwork requirements for these trips and we ask for your assistance in getting all paperwork turned in on time so that we can be successful in making our applications for these educational experiences.

In Grades 3, 4 and 5 students experience overnight expeditions. These are an exciting chance for students to develop their independence whilst also building community with their friends and teachers. The length of the expeditions grows with age - Grade 3 one night away, Grade 4 - two nights away and Grade 5 - three nights away. In previous years, students have traveled to Baradero (G3), Tandil (G4) and Mar del Plata/Miramar (G5). They get the opportunity to complete outdoor and adventurous activities like ziplines, trekking and canoeing. More specific information is shared at the beginning of each academic year with students and parents.

FLAG CEREMONY

Every morning AEL honors its host country by holding our Argentine flag ceremony. Students and staff who are not Argentine are invited, but not required to be part of the ceremony, but are asked to stand respectfully during the ceremony.

SPECIAL OCCASIONS

Each year there are a number of days where classes are scheduled differently. We are proud of our school traditions and these make Lincoln the special place that it is. These include but are not limited to:

- Reading Week, including a book fair
- International Day
- Argentine holiday and celebrations - San Martin, 25th Mayo, Dia de la Primavera, Flag Day
- Earth Week
- Centered around Earth Day (April 22nd), the school celebrates and commits to Earth Action.
- Moving On ceremonies

Moving up ceremonies are milestone markers in the life of all students. While there is more finality in a high school graduation, the Kinder 5 and Grade 5 moving up ceremonies are an important step for our students, highlighting the growth and change our students have made. They occur in the final week of the second semester

PAL

Asociación Escuelas Lincoln is truly fortunate to have a strong, committed parent organization to support our students during the year, [Parents At Lincoln](#) (PAL). Since you have a child at Lincoln, you are already a member! PAL hosts several school-wide events that are of enormous benefit to our school.

In addition, parents assist classroom teachers by donating their time and effort throughout the year to help organize field trips, class parties, class phone lists, community service projects, and class activities.

DISCLAIMER

The policies and procedures in this handbook are not a right or part of the enrollment contract. They do not confer any contractual rights on any students. This document is meant to provide school families with guidance for decision making.

No set of rules or guidelines can cover every conceivable situation that might occur at school. The rules, policies and procedures in this handbook are intended to apply under normal circumstances.

From time to time, there may be situations that require immediate or non standard response. This handbook does not limit the authority of AEL to deviate from the normal rules and procedures set forth in this handbook, and to deal with individual circumstances as needed, in the matter deemed appropriate by the school, taking into consideration the best interest of the school, its students, faculty, employees and overall community (Adapted from American School Foundation's Family handbook)

These guidelines may also be revised and updated periodically even during the school year. Families will be informed of the changes.

Handbook feedback or comments?

Please contact communications@lincoln.edu.ar