



LINCOLN
ELEMENTARY SCHOOL

Student & Family
Handbook
2025-26

LINCOLN
ELEMENTARY SCHOOL

EVERYBODY'S HOMETOWN SCHOOL

Every Child, Every Day

Lincoln School Vision

Lincoln school fosters a safe and nurturing learning environment where every student is provided the opportunity to reach their full potential.

Lincoln School Mission Statement

- L - Leadership building to develop prepared and productive citizens
- I - Inspiring individuality and a passion for lifelong learning
- O - Opportunities for academic excellence through high-quality instruction
- N - Nurturing positive relationships in a safe and caring environment
- S - Strengthening our neighborhood through family and community involvement

Welcome to the 2025-26 School Year!

Lincoln School is excited to be able to educate children in the Prescott community for another fantastic year! Our focus is on meeting the individual and unique needs of every student. We strive to provide our students an education based on high expectations in a safe and caring environment. We welcome you to Lincoln "Everybody's Hometown School" where we develop a great sense of family and long-standing traditions as we work together to ensure a great educational experience for all of our students. As the oldest continuing school in Arizona, we proudly enter the 116th year of continuous education in Prescott.

The staff at Lincoln School work diligently to ensure that we provide quality education for all of our students, meeting the individual needs of each student to ensure that they grow to their greatest potential. As a school we work to instill traditional values while helping our students reach their highest academic potential.

Thank you for being a part of the Lincoln School Family. We can't wait to embark on this year's educational journey with you and your children.

This handbook will help you to become acquainted with the various aspects and guidelines of our school. It is a pleasure to welcome both new and returning students. We look forward to an outstanding school year.

Sincerely,
Teresa Bruso, Principal

Lincoln School

201 Park Avenue
Prescott, Arizona 86303

Ms. Teresa Bruso, Principal
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Mrs. Alison Bell, Administrative Assistant
E-mail: alison.bell@prescottschools.com

Office Phone: 928.717.3249
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Web Site: www.prescottschools.com/lincoln
Office Hours: 7:30 am - 4:00 pm
School Colors: Turquoise & Black
School Mascot: Lions



LINCOLN SCHOOL CALENDAR 2025-2026

July 31	First Day of School
August 29	No Students – Staff Professional Development Day
September 1	Holiday – Labor Day
September 5	Picture Day
October 4	End of 1st Quarter
October 7-11	Fall Break
October 14	2nd Quarter Begins
October 16/17	Half-Day for students - Parent/Teacher Conferences
October 27	Picture Retake Day
October 31	Half-Day for Students— Staff Professional Development Day
November 10	No Students – Staff Professional Development Day
November 11	Holiday –Veterans Day
November 26-28	Thanksgiving Break
December 19	End of 1st Semester - Half-Day for Students
Dec. 22 – Jan 2	Winter Break
January 5	2nd Semester Begins
January 19	Holiday – Martin Luther King Day
February 13	No Students – Staff Professional Development Day
February 16	Holiday – Presidents’ Day
February 27	Spring Picture Day
March 13	End of 3rd Quarter
March 16-20	Spring Break
March 23	4th Quarter Begins
April 3	Spring Holiday
May 4	Half-Day for Students— Staff Professional Development Day
May 21	Last Day of School for Students – Half-Day for Students
May 22	High School Graduation

2025-26 LINCOLN Bell Schedule



AM Bells Monday - Thursday

7:30 am	Teachers in rooms or on duty
7:45 am	Students in classrooms/released from cafeteria
7:57 am	Get ready bell
8:00 am	School Begins - Announcements at 8:05-8:10 am

RED = Actual Bell Rings

Morning Recess

9:30 to 9:45 am	Kindergarten and 1st recess
9:45 to 10:00 am	Pathways recess
10:00 to 10:15 am	2nd, 3rd and 4th grade recess

Lunch, Recess and Pick up

10:45 am	Pre-K Lunch in cafeteria
10:45 -11:25 am	10:45 - K Lunch - 11:10 line up for recess - 11:25 Teacher pick up
11:15 - 11:55 am	11:15 - 1st/2nd Lunch - 11:40 line up for recess - 11:55 Teacher pick up
11:50 - 12:30 pm	11:50 - 3rd Lunch - 12:10 line up for recess - 12:30 Teacher pick up
12:15 - 12:55 pm	12:15 - 4th Lunch - 12:30 line up for recess - 12:55 Teacher pick up

Monday ~ Thursday Dismissal and CLUBS

2:35 pm	Clean up/warning bell
2:40 pm	Teachers escort students out to dismissal place
2:40 pm	Dismissal for all students (Do not open gates before 2:40)
2:50 pm	1st club starts
3:35 pm	2nd club starts (bell will ring at 3:30)
4:20 pm	Clubs over (bell will ring at 4:15)

Friday - Start of Day is the Same

12:20 pm	Clean up warning bell
12:20 pm	Teachers escort students out to dismissal place
12:25 pm	Dismissal for all students (Do not open gates before 12:25)

11:20 Dismissal Days - Start of Day is the Same

10:00 am	PreK/Pathways/KG Lunch - 10:25 Teacher pick up
10:30 am	1st/2nd Lunch - 10:55 Teacher pick up
10:55 am	3rd/4th Lunch - 11:15 (get ready bell) 11:20 - Dismiss from lunch NO CLUBS

Lincoln School Faculty and Staff 2025-26

Ms. Teresa Brusco, *Principal*

Name	Position	Email Address
Sierra Gonzalez	Teacher, Kindergarten	sierra.gonzalez@prescottschools.com
Samantha Hammerstad	Teacher, Kindergarten	samantha.hammerstad@prescottschools.com
Bethany Venezia	Teacher, Kindergarten	bethany.dillon@prescottschools.com
Sarah Broderick	Teacher, 1st Grade	sarah.broderick@prescottschools.com
Margaret Perea	Teacher, 1st Grade	margaret.perea@prescottschools.com
Skylar Roe	Teacher, 1st Grade	skylar.roe@prescottschools.com
Amy Engisch	Teacher, 2nd Grade	amy.engisch@prescottschools.com
Kim Dillon	Teacher, 2nd Grade	kim.dillon@prescottschools.com
Sommer Dunn	Teacher, 3rd Grade	sommer.dunn@prescottschools.com
Emily Kiel	Teacher, 3rd Grade	emily.thomas@prescottschools.com
Lynette Johnson	Teacher, 4th Grade	lynette.johnson@prescottschools.com
Clairissa Vinson	Teacher, 4th Grade	clairissa.vinson@prescottschools.com
Melinda White	Teacher, Resource	melinda.white@prescottschools.com
Teresa Brittain	Teacher, Gifted & Talented Education	teresa.brittain@prescottschools.com
Christine Dean	Teacher, Art	christine.dean@prescottschools.com
Joell Timmins	Teacher, Music	joell.gall@prescottschools.com
Camie Smith	Teacher, PE	camie.smith@prescottschools.com
Melissa Celaya	Teacher, Pathways	melissa.celaya@prescottschools.com
Melanie Root	Instructional Assistant, Title 1 Math	melanie.root@prescottschools.com
Sarah Eastman	Teacher, Title 1 Reading	sarah.eastman@prescottschools.com
Tara Shipowick	Teacher, Title 1 Reading	tara.shipowick@prescottschools.com
Jean Powers	School Psychologist	jean.powers@prescottschools.com
Alyssa Severe	Counselor	alyssa.severe@prescottschools.com
Cassie Habeck	Library Specialist	cassie.habeck@prescottschools.com
Dawn Klaiber	Instructional Coach	dawn.klaiber@prescottschools.com
Christy Tuten	Instructional Assistant	christy.tuten@prescottschools.com
Dondra Brush	Instructional Assistant	dondra.brush@prescottschools.com
Nina Nguyen	Instructional Assistant	nina.nguyen@prescottschools.com
Mary Watson	Instructional Assistant	mary.watson@prescottschools.com
Monice Norris	Character Coach	monice.norris@prescottschools.com
Lisa Montgomery	Reading Instructional Asst.	lisa.montgomery@prescottschools.com
Erin Swift	Reading Instructional Asst.	erin.swift@prescottschools.com
Bethany Muro	Occupational Therapy	bethany.muro@prescottschools.com
Joy Glick	Speech Therapist	joy.glick@prescottschools.com
Alison Bell	Administrative Assistant	alison.bell@prescottschools.com
Kerrie Wright	Attendance Clerk	kerrie.wright@prescottschools.com
Esmeralda Etudor	Nurse	esmeralda.etudor@prescottschools.com
Patsy Hamlin	Cafeteria Manager	patsy.hamlin@prescottschools.com
Miss Karen	Head Custodian	@prescottschools.com
	21st Century Clubs	
Teresa Halliwill	Extended Resource	teresa.halliwill@prescottschools.com
Lisa Larragoitiy	Pre-K Teacher	lisa.larragoitiy@prescottschools.com
Lourdes	Pre-K Assistant	lourdes@prescottschools.com

Accessibility

Although all of our buildings and classrooms are not accessible to the handicapped, our pledge is to make necessary accommodations in order to meet with students, parents or guardians who may have a **handicapping** condition. These accommodations might include conferences in the East Building, which is accessible. Please feel free to phone our office to make special arrangements for visits and conferences.

Lincoln Intervention Team

Multi-Tiered System of Supports (MTSS) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The MTSS process includes high-quality instruction and universal screening of all children. Learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

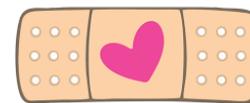
Intervention components at Lincoln School are provided by classroom and special education teachers, and specialists in:

- Title 1 Reading,
- Title 1 Math,
- Corrective Reading,
- Speech/Language,
- Learning Resource,
- Hearing Impaired,
- Gifted Education,
- English Language Learning,
- Occupational Therapy,
- Physical Therapy, or
- Counseling.
- Motor Lab

While the specialists may meet with individual children on a "get-to-know-you" basis to help screen for unique abilities or needs, formal placements or formal instruction will not begin without written parental notification or permission. Please contact the principal, your child's teacher, or any specialist if

ever you have questions, suggestions or concerns.

Health Services



PUSD has a full-time registered nurse on each of their campuses Monday through Friday during the school day to assist your child with illness, injuries, medication administration, immunization compliance, state mandated hearing/vision screenings, and welfare checks. If health problems are suspected or uncovered during health screenings, parents/guardians will be notified and the child will be referred for diagnosis/treatment. Our health program is concerned with helping your child become physically, mentally, emotionally, and socially integrated.

PUSD also works hand in hand with the Partners for Healthy Students Program. This is a free healthcare service available to uninsured and underinsured (with a high deductible) school students and their siblings from qualifying families in our school district. This program is provided through Yavapai Regional Medical Center, services include:

- Conducts well-child and adolescent exams
- Diagnoses and treat acute and chronic illnesses
- Prescribes and monitor medications
- Conducts sports physicals
- Refers children to medical specialists
- Immunizations under the Vaccines for Children Program (Qualifying children have no insurance, AHCCCS/KidsCare, or are Native American/Native Alaskan.)

Healthcare visits are by appointment only and parent/guardian involvement is required. You may contact your school nurse at your child's school for more information, or you may call 928-771-5123 to schedule an appointment.

For more information, please visit their website at:

<https://www.yrhc.org/support-and-community/partners-for-healthy-students>

Illness/injury Protocol

Students are able to request to see the nurse at any time throughout the school day. Although our nurse is a valuable resource to students at school, parents are encouraged to call their healthcare provider if they have a general health question or suspect their child is ill. The Health Center (Nurse's Office) is not a substitute for a student's health care provider.

If your child becomes ill or injured during the school day, s/he must see the nurse to be assessed. The nurse will then determine if the parent/guardian should pick up the child. Students are prohibited from contacting parents using personal devices without permission from a teacher, then nurse, or administration. It is very important that you turn in your child's Emergency Medical Consent form at the beginning of each school year, and alert school staff of any changes throughout the year.

Physical Education Excuses: Parents may excuse students from P.E., in writing, for up to three (3) days. If a student is to be out of P.E. longer than that, the excuse must be from a doctor, outlining the dates to be excused and a diagnosis. All notes must be submitted to the School Nurse.

*****IN CASE OF EMERGENCY:** Every attempt will be made to contact a parent/guardian first. If the school is unable to reach anyone listed on the student's emergency contact list, and it is deemed necessary, the school will call 911. If needed, the student will be transported by ambulance to the hospital. Lincoln School will not be responsible for this cost.

Although good attendance is vital, students should remain at home when their condition may jeopardize the health of others or their own well-being. Some signs of illness are:

- fever
- nausea or vomiting
- runny nose

- red, watery eyes
- sore throat
- rash
- sneezing and coughing

In addition to the above illnesses, below are COVID 19 symptoms to be aware of:

- fever of 100.4 degrees or higher, or chills
- shortness of breath or difficulty breathing
- muscle aches
- sore throat
- headache
- fatigue
- congestion or runny nose
- cough
- vomiting
- diarrhea
- new loss of taste or smell



Nurse

All necessary medication must be cleared and arrangements for dispensation are made through the school nurse.

If a student needs to take medicine at school, it must be brought to the Health Office. Students should never bring medication to school without the nurse's knowledge. All medications must be brought in the original containers with instructions for use. Written parent permission must accompany the medicine.

Guidelines for Students with Special Diets

If your child has been identified as having a disability and has special dietary needs, changes can be made to your child's school breakfast and/or lunch at no extra charge. The SFE Special Diet Form will need to be completed by the child's physician.

[\(https://www.prescottschools.com/special-diet-medication-form/\)](https://www.prescottschools.com/special-diet-medication-form/).

Some examples of special dietary needs that are considered disabilities:

- Celiac disease

- Diabetes
- Food allergies that result in severe, life threatening (anaphylactic) reaction
- PKU

For more information, please visit the PUSD website:
<https://www.prescottschools.com/guidelines-students-special-diets/>

Stock Epi-Pens and Stock Albuterol Inhalers are available at all PUSD schools

All PUSD schools in the district have a standing order from our medical director to carry stock Albuterol inhaler/spacers and Epi-Pens for treatment of any student with sudden life threatening respiratory distress and or anaphylaxis due to severe allergies.

If your student has been prescribed an inhaler for asthma and or Epi-Pen for severe allergies, we strongly encourage you to send their personal medication(s) for school use as needed. Our stock Albuterol inhaler and Epi-pens are not intended to replace their own.

Our school nurses and staff are trained to administer these life-saving medications, and prior to giving these medications, we will make every effort to contact parent/guardian and call 911 as necessary. The protocols are written by the Arizona Department of Health Services in consultation with the AZ Department of Education Authorized by A.R.S 15-157 and A.R.S 15-158 and Arizona Administrative Code R7 2-809 and R7 2-810.

Permission to Self-Carry Epi-Pens, Rescue Inhaler, and diabetic management

- Students who have been diagnosed with anaphylaxis may carry Epi-Pens provided that the student’s name is on the

prescription label and that the parent/guardian completes a Permit for self-administration of Epi-Pens injection ARS 15-341.A.38 form. Appropriate forms are available from the school nurse.

- HB 2229 Asthma Rescue Medication Bill allows students to carry inhalers for self-administration on campus provided the student’s name is on the prescription label and that the parent/guardian completes a Permit for self-administration of albuterol inhaler ARS 15-341.A.39 form. Appropriate forms are available from the school nurse.
- Students with diabetes who have diabetes medical management plans provided by the student’s parent or guardian, signed by a licensed health professional as specified by A.R.S. 15 344.01, may carry appropriate medications and monitoring equipment and self-administer the medication. Appropriate forms are available from the school nurse.

By law, we cannot dispense medication unless it is in the original labeled container.

Arrival Times

School grounds open at 7:30 a.m. (for breakfast) each school day. Students are not permitted on the grounds prior to that time. Supervision begins in the multi-purpose room and at the crosswalk at 7:30a.m.

Regular Attendance

Regular **attendance** at school is critical to student success and is mandated by Arizona Revised Statutes. *Arizona State law (ARS 15-803) and PUSD policies state that student absences are identified as excessive at 10% of the school year (9 days per semester, or 18 school days total in a year) of the required attendance days and a referral to Juvenile Court Services should be made. In*



addition, a student who has 10 consecutive absences per Arizona State Law (ARS 15-803, 15-901) will be withdrawn from school.

Below is the PUSD plan for parent/family notification if absences become a concern.

- **Day 8** of Absent (unexcused or excused) 1st Letter sent home
- **Day 12** 2nd Letter goes home for a phone call or meeting to discuss how to help.
- **Day 18** 3rd Letter goes home and a referral to juvenile probation is sent.

Tardy Policy

As regular **attendance** at school is important, a student's prompt arrival and being prepared for the day's activities are essential. If it is necessary for your child to arrive after 8:05 a.m., please call the school office. Any student arriving on campus after the 8:05 a.m. bell is considered to be tardy. Any student who is tardy **must be accompanied by their parent or an adult to be checked into school at the front office and be escorted to class to help minimize disruptions.** Teachers will not allow students in class without a pink slip after the day has begun.

After accumulating four unexcused tardies, the student will lose recess privileges to make up class time missed. Upon receiving six unexcused tardies, a parent conference with the principal will be scheduled to determine the consequences and improvement plan.

(Note: Excused tardies include appointments with professionals, such as doctors or dentists. "Mom running late" does not constitute an excused tardy.)

Snow Days

Due to inclement weather which might endanger students and staff members, one of two situations could occur:

- (1) School may be canceled altogether.
OR
- (2) Snow schedule may be declared, which means buses will run two hours late and



classes will begin two hours late. The rest of the day will run as usual.

If either of these conditions exists, announcements will be made over our local radio stations beginning at 6:00 a.m. Or you may check the PUSD website at www.prescottschools.com for any schedule changes.

Change of Address or Phone Numbers

Please notify the office of any change of address, phone numbers, or emergency contacts. Also, be sure the school office has a current emergency contact on file for your child.

Signing Out Students

If a student must leave school during school hours or before normal dismissal time, a parent or guardian must come to the office and sign the child out. The office staff will advise the student to meet the parent or guardian in the office.

If the student brings a note to the teacher indicating the need to leave school early, the student must check out through the office at the time of departure.

Locked Gates

To better ensure student safety, all gates are kept locked during the school day. Gates will be opened in time for regular dismissal. To ensure the safety of students, parents and visitors wishing to access the school campus during school hours, must be buzzed in by the office at the black entry gate on Park Ave. Your patience and diligence to student safety is appreciated!

Visitor Check In

Arizona State Law requires all visitors to check in at the office where they will be given a visitor's badge before going to the grounds or buildings. Badges for both visitors and staff members are an added safety precaution for the benefit of our students.

Cell Phone Policy

Why?

Cell phones are valuable and important communication devices in today's world. Prescott Unified School District schools are committed to the academic environment where students are engaged in their learning, actively participating and building academic endurance. However, use of cell phones during the instructional day severely impedes and distracts from the learning process.

Good Articles:

- <https://districtadministration.com/cellphone-policy-difficult-call-school-district-leaders/>

PUSD K-6 Policy

Cell Phones/Smart Watches/Headphones/Electronic Devices/Toys

If parents allow their children to carry a cell phone or wear a smart watch for emergency purposes while walking home or at the bus stop, it should remain off and in the student's backpack while at school. If it is heard or seen, it will be held at the office until the end of the day. On the second violation, parents/guardians will have to pick up the cell phone. If a parent/guardian needs to get a hold of their student during the school day, please contact the front office.

Headphones (airpods, bluetooth headphones, etc.) of any kind are not permitted for use on campus at any time.

Electronic devices such as iPods, iPads, MP3 players, gaming systems, etc. are not allowed at school or on field trips.

Personal items such as toys, trading cards, or personal items not related to the classroom should be kept at home. When unoccupied, classrooms will remain locked. However, the school and the district are not responsible nor does it have insurance to cover students' lost or stolen property.

Homework

Classroom assignments are normally given following the **introduction** of skills and concepts presented.

Usually students will be given ample time within the classroom to complete most of the work assigned. Students are expected to **complete** unfinished work as **homework** for the following day. Other homework may be assigned routinely. In addition to the daily work, especially in the intermediate grades, other special projects or assignments may be given to reinforce skills or enhance the educational process. Usually such homework should not exceed thirty minutes to one hour.

Reading, either by the individual student or being read to orally by parents or siblings on a nightly basis is highly encouraged.

Make-up Work

Normally when a student is absent for one day, he or she may obtain and complete the necessary make-up work the following day. This procedure helps the student learn independence and responsibility. If the child is absent for an extended period, it may be necessary for parents to pick up assignments or make-up work for the child. Parents should call the school the afternoon before, but no later than the beginning of school the day they wish to pick up work. Every effort will be made to have the materials ready. Students will have the same number of days they were out to turn in their work once they return to school. For example, if a student was out for 3 days, they will have three days after returning to school to submit their make-up work.

Lost or Damaged Library/Textbooks

If a student has a library/textbook that has been damaged or lost, parents must cover the cost of either the repair or replacement of the book. Students will not be allowed to check books out from the library until lost or damaged items are returned or paid for. If we approach the end of the school year, students may not be allowed to participate in field day activities.

Bus Conduct

Students will have a safe trip if drivers can concentrate on



driving rather than discipline. Students under the authority of the bus driver are expected to observe these rules:

- Remain seated.
- Talk quietly. No boisterous conduct or unnecessary noises
- Avoid whistling or calling people from the bus.
- Keep all parts of the body inside the bus.
- Avoid profanity, fighting, shoving, or throwing objects.
- Refrain from eating on the bus.

Students risk losing their bus privileges if they violate the rules. In addition, school consequences may also be given for bus violations.

Field Trips

School conduct and dress code for field trips are the same as for any school day. Electronic devices, such as MP3 players, iPods, or cell phones, are not allowed on field trips.

Lincoln students will go on multiple field trips throughout the school year. By signing the yellow field trip form at the beginning of the year, you are authorizing field trips to the downtown/Courthouse area, Yavapai College and PUSD destinations. Any other field trip destinations will require a parent permission slip form to go home. Students may not go on these field trips without a permission slip signed by a parent or legal guardian, which includes emergency phone numbers. *Phone authorization will not be accepted.* Students must meet classroom academic and behavior requirements. All students must follow rules on school transportation while traveling to and from the destination.

If you want to drive your child to the field trip, or take your child at the conclusion of the field trip, see the office for procedures. These procedures include signing your child out before the field trip and personally supervising your child during the field trip. Students may ride from the destination back to school/home with parents only with permission of the trip supervisor and prior written notice to the trip supervisor and the office. Parents may only return with their own children. No other children will be allowed to travel with them.

Only students who are participating in the field trip are allowed to go. Parent chaperones may not bring siblings or other children on a field trip even if driving their own vehicles. Non-parent adult chaperones that have not been screened as district volunteers may only be allowed to participate with the permission of the trip supervisor and the principal. While riding district transportation and during the field trip, students are subject to school rules and under the authority of the field trip supervisor.

Dress Code

Why?

Prescott Unified School District encourages students to take pride in their attire as it relates to the school setting. A spirit of support and cooperation between parents and school personnel is needed to ensure that students come to school appropriately dressed in attire that does not pose health or safety hazards and is appropriate to the school environment. Students should dress in a manner that takes into consideration the educational environment, safety, health, and welfare of themselves and others.

PUSD K-4 Policy

Dress Code

The administration and staff reserve the right to employ administrative judgment in disallowing any clothing, accessories, jewelry, backpacks, and/or notebooks which could include any trends or fads that are distracting to the educational process, atmosphere, climate, or that pose a safety issue.

Our objective is to promote personal safety and personal hygiene, encourage positive behavior and respect for self and others, promote positive peer images, and show respect for family and community expectations.

This dress code is in effect during school hours and during school events. Exceptions to portions of the dress code may be allowed during designated school spirit days or other events at the discretion of the administration.

The following are allowed:

- Shoes or sandals with a back must be worn at all times.

- All shorts and skirts must be mid-thigh. Modesty and decency will be considered in determining appropriateness.
- Sleeveless shirts, blouses, and dresses are allowed as long as the strap of the attire is the width of a credit card and undergarments are not exposed. No Razor back t-shirts.
- Shirts with low cut necklines cannot be lower than the armpit. Armholes must not fall below 2 inches from the armpit.
- Untucked shirts must cover the midriff at all times. Midriffs should not be exposed when standing or seated.
- Pants, shorts and skirts must fit naturally at the waist with no low-riding waist or exposure of undergarments. .

The following are not allowed:

- Prevent students from achieving their educational objectives.
- Exposed underwear or transparent clothing that would expose undergarments, such as bras and boxer shorts/briefs or anything resembling underwear.
- Clothing with obscene words, slogans, double meanings, sexual content, acts of violence, weapons or anything that can be interpreted as immodest or indecent.
- Any clothing promoting the use of, advertising for, or depicting alcohol, tobacco, or drugs.
- Any type of clothing, head covering, hand signs or gestures interpreted as gang membership/affiliation, including colors or bandanas.
- Head coverings, including but not limited to hats, hoods, beanies may not be worn inside any of the buildings at any time during the school day or school functions, with the exception of religious headgear.
- No sunglasses may be worn indoors.
- Articles of clothing or jewelry, which cause damage, maintenance problems, or present any safety concerns.
- Jeans with holes may not violate the mid-thigh dress code rule.

- Make-up, perfume, cologne, hairspray, body spray and all personal hygiene items are not allowed in class or hallways.
- Nail length needs to be appropriate to the school environment and setting.
- Visible temporary or permanent tattoos. Students are not allowed to draw or write on themselves, others, or clothing.
- Shoes with heelys (rollers), cleats or studs.

Traffic Safety

The following is a list of safety regulations:

- Students and parents should use the marked crosswalk within the safety zone when crossing Park Avenue.
- Parents, according to state law, should load and unload students on the school side of the street.
- Students and drivers should be extra careful, especially near the school zone and at intersections. It is recommended that our students avoid the unlighted crosswalk at Gurley and Summit.
- Parents picking up students on Beach Avenue north of the school should note it is suggested one-way only. They should be extra cautious. When picking up or dropping off students, parents must move traffic along. Please keep gaps from occurring between vehicles. We are not permitted to have traffic blocking Park Ave. If the drive-through is full, please proceed around the block until there is room, or park your car and walk to the gate.
- Students riding bicycles should not enter the street near the bus-loading area. Rather, they should walk their bikes to a safer location or across the crosswalk before entering the street. They should also walk their bikes on the sidewalk in front of the school.



Flag Ceremonies

Monthly flag ceremonies have become a tradition. They are usually held on the last Friday of each month and begin at 8:30 a.m. Parents and families are always invited and we encourage your attendance.

Lost and Found

Please label items students bring to school, especially lunch boxes, backpacks, coats, and sweaters so they may be returned to students. Items not marked will be temporarily stored in the "lost and found" area. However, to avoid large accumulations, such items will be moved after a reasonable effort has been made to find the owner.

Student Council

Three Student Council representatives will be chosen from each classroom in grades three and four. The council will meet on a regular basis. The council will sponsor a variety of activities and service projects.

Any student who acquires three or more referrals during a school year is ineligible to run for a Student Council position in the subsequent. Also, if a Student Council member receives a referral during the school year, he/she will either be suspended from the program for a period of time or be replaced by an alternate member.

Special Activities

Special activities, including field trips, are deemed a privilege. Students whose behavior has been unacceptable or whose participation might pose a safety issue may be excluded from these activities at the discretion of the teacher/ administrator.

Class Parties

A few class parties are allowed during the school year, usually on Halloween, Christmas, and Valentine's Day.

Child Custody

In most cases, when parents are divorced, both mom and dad continue to have equal rights where their children are concerned.

If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. Unless your court order is on file with us, we must provide equal rights to both parents.

Birthdays

Birthdays are special! However, we discourage bringing the celebration to school by delivering individual gifts or surprises during school hours. The school and classroom teacher will attempt to adequately recognize birthdays without creating undue demands on other students or the learning environment. If you wish to share a small treat with your child's entire class, you may do so only with prior approval of the classroom teacher. Healthy choices are always encouraged. We are only accepting store-purchased, individually wrapped and nut-free treats. A fun pencil for every student is also a safe and inexpensive way to celebrate a birthday.

Students are not permitted to hand out personal birthday or party invitations at school. This practice can sometimes cause ill feelings among the students.



Toys from Home

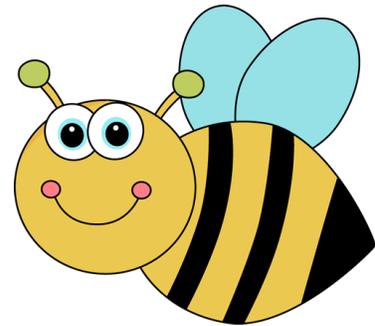
Students are not permitted to bring balls or toys to school unless approved by their teacher for a special activity or situation. (Tennis balls or other small balls can particularly be a safety hazard and a nuisance with drain pipes, etc.) We provide the necessary balls and playground equipment for play. We assume no responsibility for personal items brought to school. Items prohibited at school are: skateboards, laser pointers, radios, fidget spinners, and electronics including, but not limited to iPads, MP3 players, iPods, cell phones, and electronic games, smart watches, trading cards, etc.

Lincoln School-Wide Behavior Plan

The school-wide behavior plan is one that not only teaches students the means needed to be productive citizens both in and out of school, it also focuses and emphasizes on the positive behaviors students exhibit each day. We have incorporated a process in which the on-going teaching of positive behaviors and expectations are encouraged. While it will be implemented school-wide, teachers will have their classroom systems that will work to further support these school-wide efforts as well.

The Lincoln Lion Three B's:

1. Be Respectful
2. Be Responsible
3. Be Safe



Positive School-Wide Reinforcements:

Positive Praise and Reinforcement: On-going positive praise and reinforcement of Lincoln's school-wide expectations will be given by all staff.

Student of the Week: Each teacher nominates one student each week to recognize the exemplary behavior and character traits demonstrated within their class. Each Monday, these students are announced on the morning announcements, they receive a special prize and their picture is taken and posted in the school's Tuesday News.

Lincoln Lion Loot: Students caught by a staff member following the Lincoln Lion Three B's will be awarded with Lincoln Lion Loot. Students are responsible for saving their "loot" to be spent in the bi-weekly PTA-run Loot Store for various awards and/or prizes.

Character Trait of the Month, each teacher may nominate one student who regularly exemplifies that character trait to be recognized during our monthly flag ceremonies.

Monthly Academic Awards: Students will be awarded & celebrated for making academic gains and target achievement goals during our monthly flag ceremonies

Semesterly Reward Activity: Any student who has not received any "think sheets" or major referrals during a quarter is eligible to participate in our quarterly reward activities. These activities can include pizza or ice cream with the principal, movie incentive, field day, additional recess, sidewalk chalk party, paper airplane contests, as well as an end of year drawing for prizes

Monthly Students of Character: Based on the

Lincoln Elementary School Behavior Expectations

	Be Respectful	Be Responsible	Be Safe
Classrooms	<ul style="list-style-type: none"> • Use Appropriate and positive language • Listen when others are speaking • Respect others, all staff, and property 	<ul style="list-style-type: none"> • Follow all staff directions the first time given. • Take care of your personal belongings, and clean up after yourself. • Give your best. • Be prepared. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Stay in assigned seat.
Bathrooms	<ul style="list-style-type: none"> • Respect the privacy of others. • Use a soft voice. • Get in and out as quickly as possible. 	<ul style="list-style-type: none"> • Report graffiti damage, or disturbances to a staff member. • Flush the toilet. • Clean up after yourself. 	<ul style="list-style-type: none"> • Wash hands with soap. • Use the restroom facility appropriately.
Office	<ul style="list-style-type: none"> • Report to the desk and address the staff politely. • Wait quietly. • Use please, thank you, and excuse me. 	<ul style="list-style-type: none"> • Tell the truth. 	<ul style="list-style-type: none"> • Wait patiently while sitting or standing in one place.
Cafeteria	<ul style="list-style-type: none"> • Wait your turn. • Use a soft voice. • Use good manners. • Follow all staff directions the first time given. 	<ul style="list-style-type: none"> • Keep all food in the cafeteria. • Follow cafeteria procedures. • Clean up after yourself. 	<ul style="list-style-type: none"> • Get permission before leaving your table. • Keep hands, feet, and objects to yourself. • Walk at a safe pace.
Arrival/Dismissal	<ul style="list-style-type: none"> • Wait your turn. • Use appropriate and positive language. • Remove hats/hoods upon arrival. • Follow all staff directions the first time given. 	<ul style="list-style-type: none"> • Arrive to school no earlier than 7:45am or 7:30 if eating breakfast. • Go straight to cafeteria or classroom at 7:45. • Follow established rules. 	<ul style="list-style-type: none"> • Cross at the crosswalk and stay on the sidewalk. • Walk when going in or out of the school buildings. • At dismissal, go directly to the bus or parent pick-up area.
Hallways/Stairwells	<ul style="list-style-type: none"> • Walk quietly. • Respect other people's personal space. • Respect all hallway displays. 	<ul style="list-style-type: none"> • Follow all door and stairwell signs. • Go directly to your destination. • Stay with your class. 	<ul style="list-style-type: none"> • Walk at all times. • Keep hands, feet, and objects to yourself. • Walk on the right side of the hall and stairs.
Recess/Playground	<ul style="list-style-type: none"> • Follow all staff directions the first time given. • Use appropriate and positive language. • Respect school property. 	<ul style="list-style-type: none"> • Share and take turns. • Line up quickly when called. • Put away all materials and equipment. • Use 'Stop, Walk, Talk' strategy. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself. • Use games, equipment, and materials properly. • Inform an adult of unsafe behaviors or incidents.
Bus	<ul style="list-style-type: none"> • Follow the bus driver's instructions. • Use a soft voice. • Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> • Keep backpack, lunch boxes, hands, feet and other objects out of the aisle. • Board or exit the bus only at your stop. • No eating or drinking on the bus. 	<ul style="list-style-type: none"> • Remain seated in one seat until the bus comes to your stop. • Keep hands, feet, and objects to yourself.

Rule Infractions:

Our students are generally well-behaved and maintain exemplary conduct and citizenship which are necessary for a proper learning environment. Occasionally, minor infractions will occur. Our approach will be to teach and instruct appropriate behavior rather than to discipline or punish. However, if despite other efforts, negative behaviors continue, a Lincoln Lion Think Sheet may be issued.

Minor Infractions include:

- Mild physical aggression (pushing, shoving)
- Defiance, disrespect, insubordination, non-compliance
- Lying, cheating
- Teasing, taunting (physical and/or verbal)
- Disruption, excessive talking
- Dress code violation
- Not prepared for class

Consequences:

Minor behavioral infractions are typically handled by the classroom teacher or staff member witnessing such behaviors. Consequences may include:

1. Verbal Warning (4 Questions)
2. Conference with Student
3. Send to Buddy Teacher Classroom with work to complete.
4. Privilege Loss (loss of recess time or other school activity/Walking Timeout Zone)

1st Walking Ticket: During recess time, student will spend 5 minute of recess in our walking zone or alternate school community service activity instead of participating in regular recess activity. Parents will be notified. (Teacher contacts home.)

2nd Walking Ticket: During recess time, student will spend 5-10 minute of recess in our walking zone or alternate school community service activity instead of participating in regular recess activity. Parents will be notified. (Teacher contacts home.)

3rd Walking Ticket: During recess time, student will spend 10-15 minute of recess in our walking zone or alternate school community service activity instead of participating in regular recess activity. Parents will be notified. (Teacher contacts home.)

4th Incident: Student receives a Think Sheet, with loss of recess and/or school privilege detention, parents are contacted. Parent/Teacher conference is scheduled. (Teacher, Character Coach, or Principal calls home.)

Parent, principal, teacher, student support assistant, counselor and child meet to develop a behavior plan. (Teacher, Character Coach, Principal calls home.)

Major Infractions:

Major infractions are implemented for repeated minor offenses or serious infractions of zero tolerance behaviors such as:

- Obscenities
- Vandalism or property damage (irreversible destruction of school property)
- Bullying

- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Violation of district technology guidelines
- Arson
- Criminal Behavior
- Ethnic Slurs
- Fighting
- Harassment
- Hazing
- Major Disruption of the Educational Process
- Out of Bounds (Off Campus)
- Use, possession of alcohol, tobacco, prescription or non-prescription drugs
- Theft, forgery
- Use, possession of weapons or dangerous items

These are cumulative for the school year. Some extreme offenses can result in immediate suspensions.

1st Think Sheet: One to two days of recess and/or school privilege detention. Parents will be notified. (Teacher contacts home.)

2nd Think Sheet: Two to Three days of recess and/or one-half-day of in-school suspension (ISS). Parent conference and student misses next school assembly and/or special activity.

3rd Think Sheet: Three to Five days of recess and/or one-half-day of in-school suspension (ISS). Parent conference and student misses next school assembly and/or special activity. Parent, principal, teacher, student support assistant, counselor and child meet to develop a behavior plan.

4th Think Sheet = Referral: One to three days in-school suspension (ISS) or one day Out of School Suspension as determined by the principal. Student misses next special activity. Parent, principal, teacher, student support assistant, counselor and child meet to develop a behavior plan.

Behavior Referrals: A referral is only given by the Principal or designated office staff for accumulation of minor or major behavior infractions. One to three days in-school suspension (ISS) or one day Out of School Suspension as determined by the principal. Student misses next special activity.

Lincoln School Discipline Matrix

The following is a guide for possible disciplinary measures at Lincoln School. Absence from the list of additional misbehavior does not preclude disciplinary action, nor does it imply limitations to the disciplinary action. (PUSD policy J-4634 JK-ED)

NOTE: This matrix is designed to be progressive in nature, however administration reserves the right to use administrative review when deemed necessary.

Level 1/Classroom Managed Infractions	Consequence Options:
Classroom Disruptions Defiance Disrespectful Behavior Dress Code Violation Electronic Devices/Cell Phones/Toys Lying/dishonesty Inappropriate Language Not following Directions Rough Play/ Minor Aggressive Behavior Teasing Violation of School Policy <i>Note: An accumulation of Level 1 Infractions may result in Level 2 or 3 consequences.</i>	Verbal Warning Loss of Dojo Points Walking Ticket Specials & Duty Staff - Behavior Incident Form to Teacher Loss of Privilege Parent Contact Apology Teacher/Student Conference Teacher/Parent/Student Conference School/Community Service Behavior Plan Confiscation of property Referral to counselor or Character Coach Restitution
Level 2 Infractions - Classroom and/or Office Managed	Consequence Options:
Bullying Cheating Forgery Insubordination Lying Aggressive Act (Hitting) Network Infraction Severe Defiance/Disrespect Severe Disruption Plagiarism Refusal to Complete Assignments Repeated Discipline Violations Theft Unexcused Absence(s) Unsafe Behavior or Verbal Provocation	Loss of Dojo Points Walking Ticket Think Sheet Loss of Privilege Specials & Duty Staff - Behavior Incident Form to Teacher Teacher/Student Conference Parent Contact/Conference School/Community Service Referral to counselor or Character Coach Behavior Plan Restitution In School Suspension (ISS) Out of School Suspension (OSS) <i>Note: An accumulation of Level 2 Infractions may result in Level 3 consequences.</i>
Level 3 Infractions	Consequence Options:
Arson Criminal Behavior Dangerous Items Ethnic Slurs Fighting Graffiti Harassment Hazing Major Disruption of the Educational Process Possession of Stolen Property Out of Bounds (Off Campus) Theft	*Mandatory parent conference. Office Referral Loss of Privilege Apology In School Suspension (ISS) Out of School Suspension (OSS) Long Term Suspension Expulsion Referral to School Safety Officer

NOTE: It is not practical or feasible to include all possible student behaviors that may be deemed inappropriate or against school rules. Therefore, any misconduct not specifically cited in this code is subject to definition and judgment of the building administration.

Lincoln School PTA

The Lincoln School PTA provides a variety of services to the school community. It is a vital link between parents, teachers, students, and administration.

This award-winning unit has been recognized at the state level for having the greatest increase in membership regionally, most grandparent members, most business memberships, 100% family membership, 100% faculty membership, and 100% support staff membership!

We welcome volunteers! There are many opportunities for involvement. Choose your favorite (or suggest something in which you'd like to participate). Even as little as one hour per year per parent makes a big difference.

PTA Service Projects

Science Fair, Field Day, Loot Store, reading incentives, enrichment materials, Accelerated Reader and Accelerated Math enhancement, incentive money to each teacher, and more.

Fall Fundraiser: exciting opportunities to support PTA, with product delivery in time for the holidays.

Community Partnerships: Target and Papa John's return a portion of their profits to our PTA when parents, grandparents, and friends use identified cards or dine on designated days. Fry's and Safeway also offer incentives for PTA.

Discounts are provided by Hertz, Staples, AARP, and MetLife. Please ask in the school office for details.



PTA Information & OFFICERS

Email: lincolnpataprescott@gmail.com

President	Bill & Amanda Bazzell bazzellbackup@gmail.com , ambazzell@gmail.com
Vice-president	Michelle Baker baker.elphik@gmail.com
Treasurer	Megan Folkers folkerm@vailschooldistrict.org
Secretary	Janelle Goligoski janelle.goligoski@gmail.com

PTA Fund-raising Projects

Various fund-raising events furnish money for school activities, materials, and projects not covered in the normal school budget.

Membership Drive: dues go toward national and state support as well as local service projects.

Box Tops: by collecting box tops PTA can purchase items for the school.

PTA Events: Lincoln receives proceeds from events organized by Lincoln PTA, including Spaghetti Dinner & Silent Auction and Fall Carnival.

Scholastic Book Fair: earns free books for our library.

Local Family Restaurant Nights: A percentage of all proceeds from the designated nights go to Lincoln.

School Pictures: PTA receives a portion of each package.

Lincoln School History

It was early in 1908 that the Prescott School Board decided to erect another school building in West Prescott. On March 10, 1908, the taxpayers of School District #1 authorized the School Board to hold a special election for a bond issue, and it was on July 12 the election went in favor of the sale of bonds, 119-1.

In mid-August, 1908, the Park Avenue site was selected. The contract to build in the amount of \$19,480 was given to Clinton Campbell, and the project for the erection of the north building was completed by late 1909. Lincoln School opened its doors for the first time.

The school's first principal was Glen Persons, who was shared by both Lincoln School and Washington School. The first full-time principal was Miss Piper. Other principals who served Lincoln School in its early years were Verle Beaver, Mrs. Keeney, Mrs. James (not related to Floyd James), and Mata Dexter. Abby Taylor then served as principal for several years.

In 1930, Lincoln's building was bursting at the seams and its second structure was built. During these middle years, the school had Irene Heller and Jim Burhans as principals. In 1970 Principal Charlie Phillips began his term and was Lincoln for a total of 12 years. Floyd James then followed him in 1983 and retired in 2003. Mr. Frank Lawhead assumed the helm in the fall of 2003. When Mr. Lawhead made his decision to return to the classroom in 2007, Mr. Bucky Bates joined Lincoln School as principal. In the Spring of 2011, Mr. Bates had the opportunity to lead an elementary school in Prescott Valley, and in August, 2011, Mrs. Teresa Brusco became the next Lincoln School principal. Mrs. Karen Hughes took over in 2015. In 2023, after a district restructuring, Teresa Brusco proudly returned to Lincoln School.

As the Lincoln School district grew in numbers of students, the need to update the facility arose once again. Thanks to the efforts of community members who supported an \$11 million bond issue in the 1989 election, Lincoln School benefitted by the addition of

the east building, which includes a large multi-purpose room, and two rooms designated to house the art and music classes. The cost of this new building plus minor renovations to the north building ran close to \$597,000. The east building was officially dedicated on December 5, 1990. Honored guests included school board members and Pauline Hovrea, who was a student at Lincoln School in the 1920s.

The Lincoln School population continued to grow, and Prescott citizens again supported the school district needs by approving a School Improvement Bond in the November 2004 election. The need for updated kindergarten space was addressed, and a new Kindergarten Building was first occupied in the fall of 2008.

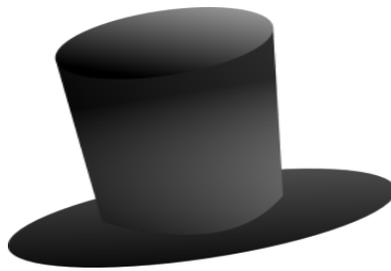
In the spring of 1999, Lincoln School held its 90th-year celebration. Many guests, former staff members, and alumni were honored at a special assembly and enjoyed a Flag Ceremony, May Pole Dance (a past Lincoln tradition), and visits to classrooms throughout the day to share their memories with the students. Mrs. Sylvia Neely, retired teacher and historian, was very instrumental in planning for and presenting the celebration.

In the Spring of the year 2000 a time capsule celebration was held. Classroom time capsules were prepared to be opened the following Spring, and grade-level capsules were prepared for opening in 2009.

Sylvia Neely, school historian, convened a committee of alumnae, former faculty members, and current staff members to plan the Centennial Celebration recognizing Lincoln School's 100 years of providing education excellence at the Park Avenue site. Events included a display at the public library, an entry in the July 4th parade, and a culminating open house and presentation on September 25, 2009.

(Information researched by Cathy Miller, former secretary of Lincoln School, 1978-85, and Sylvia Neely, who worked with the primary aged children before retiring in 1995.

Lincoln Elementary School



2025-26 School-Wide Title I Parent Handbook

LINCOLN SCHOOL PARENT/STUDENT/TEACHER COMPACT 2025-2026

PARENT/GUARDIAN AGREEMENT

As the parent/guardian of

I agree to:

- Build a partnership with the school to help my child achieve the state's high standards.
- Ensure that my child has had adequate sleep, breakfast and is dressed appropriately for school.
- See that my child arrives to school on time and attends regularly.
- Have a designated time, place and method for checking my child's papers and homework daily.
- Read to or with my child for 15 minutes a day, at least 4 days per week.
- Maintain communication with my child's teacher(s).
- Require my child to be responsible for his/her behavior, attitude and effort at school and home.
- Notify the school of any changes in contact information.
- Support the school in its efforts to maintain discipline and a safe learning environment.
- Make sure my child is present for state required tests.

Signature

Date

STUDENT AGREEMENT

It is important that I work to my ability; therefore I will strive to do the following:

- Build a partnership with my teachers and parent(s) to help myself achieve the state's high standards.
- Accept responsibility for my behavior, choices and attitude at school and home.
- Attend school regularly and always work to the best of my ability.
- Come to school each day dressed appropriately with a backpack/binder, books, parent/teacher notes, and be prepared for learning.
- Complete and return all homework assignments.
- Show respect for my school, others, and myself by following Lincoln School rules.
- Agree to spend at least 15 minutes reading each day.

Signature

Date

TEACHER AGREEMENT

It is important that students achieve; therefore I will strive to do the following:

- Build a partnership with the student and parent to help the student achieve the state's high standards.
- Provide alternative teaching strategies and remediation opportunities for all students while respecting all students.
- Provide specific skill instruction as well as the opportunity to practice skills at the appropriate level.
- Provide a climate in my classroom that is conducive to learning.
- Communicate with parents through conferences, progress reports, report cards and by phone.
- Provide ideas you can use at home to help your child; ensuring regular two-way meaningful communication.
- Provide reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Signature

Date

Program Description

Overview

The goal of the Title I program is to improve student achievement in the areas of reading comprehension, language (writing), and math with an emphasis on early intervention. Lincoln Elementary School also supports the Arizona Department of Education goals of:

1. Implementation of best practice strategies.
2. Use of effective methods and instructional strategies that are based on scientifically based research.
3. Implementation of a whole school needs assessment.
4. Activities and programs at the school to ensure that students having difficulty mastering the proficient and advanced levels of academic achievement are provided with effective, timely additional assistance.
5. On-going professional development of teachers, administrators, and paraprofessionals.
6. Strategies to attract highly qualified teachers.
7. Instruction by highly qualified teachers and paraprofessionals.
8. Strategies to increase parental involvement.
9. Plan for transitioning preschool children from early childhood programs to elementary school and elementary school to middle school.
10. School support team or external technical assistance.
11. Coordination of budget resources.

Selection and Placement

Kindergarten

Utilizing District DIBELS Benchmark Assessments and teacher referral, students are placed in small group instruction.

Grades 1-4

All students in Tier 3 (lowest 25th percentile) are identified for service (Corrective Reading, ELL, Special Education). Tier 2 students will also be identified for classroom and/or corrective reading services.

- DIBELS Benchmark Assessment
- Study Island Diagnostic Assessment
- Teacher input
- Multiple measures as needed for diagnostic purposes
- Parent input

A rank order list (for reading/language) will be established for each grade level (1-5) using the District Benchmark Assessment scores. Eligible students are placed in the program according to their order on the list, with the lowest scoring student being the first to be considered for placement until all vacancies are filled. Students enrolled in other programs (ELL, Sp. Ed., etc.) will be considered for placement in the program after consultation with the special area teacher and if openings in the program exist. Students may be placed in or exited from corrective reading services based upon need and assessment measures throughout the year.

Exit Criteria

Students may be exited from the program utilizing teacher input and quarterly benchmark score, and/or progress monitoring scores from District Benchmark Assessments,
and/or

They are able to demonstrate the ability to make adequate classroom progress as determined by the reading specialist and the classroom teacher. Such progress shall be demonstrated by:

- Phonemic awareness
- Comprehension
- Vocabulary
- Phonics
- Fluency

Program Description

Kindergarten

The Corrective Reading teachers and interventionists will provide differentiated curriculum in a pull-out setting. During this small group time, instruction will focus on:

- Language development
- Phonics
- Early math concepts

- Phonemic awareness
- Reading readiness

First Grade

The Corrective Reading teachers will provide differentiated curriculum in a pull-out setting. This small group instruction will focus on:

- Language development
- Comprehension
- Emergent reading skills
- Phonemic awareness
- Fluency
- Writing/Spelling
- Phonics
- Vocabulary
- Barton Reading
- Reading readiness skills

Grades Two through Four

In these grades, the Corrective Reading teachers will use the pull-out model to implement the following research-based reading:

- Small group instruction, focusing on specific instructional level and skills needs of students.
- Reading comprehension instruct
- Phonics, Phonemic Awareness and Spelling instruction, as deemed necessary.
- Barton Reading
- SPIRE Reading
- Boosting vocabulary and reading fluency through group discussion and repeated reading of familiar text.
- Phonics and Spelling practice

Parent and Family Engagement Policy

Annual Title I Parent and Family Meeting

Meeting will be scheduled at a convenient time in which all parents of participating children will be invited and encouraged to attend, to inform parents/guardians of their school's participation School-wide Title I Program, explain the requirements of Title I, the right of parents to be involved in the planning, review and evaluation of the school's Title I Program, describe and explain the curriculum used in the school and the forms of academic achievement used to measure student

progress.

Meeting Times

Flexible scheduled meeting times will be established with the option of child care provided to increase parent/guardian participation.

Schoolwide Program Plan

Under section 1114(b) if the plan is not satisfactory to parents of participating children, submit parent comments on the plan when the school makes the plan available to School District.

Home Reading Program

Read a minimum of four days each week for at least fifteen minutes per day with family involvement.

Back to School Night (Fall)

Parent information night: Parents/guardians are given a School-wide Title I Program Description and sign a Parent/Student/Teacher Compact. All components of the program are explained and parents' questions/concerns are addressed.

Parent College & Career Readiness Standards Nights

A parent/child workshop for families to gain an understanding of classroom expectations for students.

Parent/Teacher Conference

Parents will receive information to facilitate understanding of District Benchmark Assessments grade level standards expectations..

Quarterly Progress Reports

Reports are sent home with classroom report cards, with evaluations and comments on areas of progress and/ or concern for each child.

Open House (Spring)

Classroom and Corrective Reading teachers will be available to meet with parents.

Parent Conferences

All teachers meet the parents of their students during scheduled fall parent conference times. Conferences with Corrective Reading teachers are available, either individually or with the classroom teacher. Additional communication is

facilitated through phone calls, as needed.

Staff Development

The teachers and staff at Lincoln School will have the opportunity to attend conferences and workshops throughout the year to promote his/her own knowledge and to promote research based practices for all students. Information learned by individual staff members will then be shared with the Lincoln faculty during staff meetings and/or professional development workshops.

All teachers will attend professional development workshops and workshops on standards based curriculum and testing.

All classroom and Corrective Reading teachers will

work collaboratively during regularly scheduled grade level meetings throughout the year.

Evaluation Component

Program effectiveness will be evaluated by:

- District Benchmark Assessments
- AZ State Standardized tests
- Participation in parent activities
- On-going data analysis of student achievement and instructional practices by the LIT (Lincoln Intervention Team) through the MTSS process.
- Annual school needs assessment results
- Annual parent survey results



PRESCOTT UNIFIED SCHOOL DISTRICT NO. 1

300 East Gurley Street

Prescott, Arizona 86301

(928) 445-5400

Fax (928) 776-0243

www.prescottschools.com

Parents Right to Know

We are pleased to notify you that in accordance with the *Elementary and Secondary Education Act (ESEA)*, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or substitute status. • The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like to receive this information, please contact your child's principal or the school administrative assistant and they will be happy to help you.

Derecho de los Padres a Saber

Nos complace informarle que de acuerdo con el *Ley de Educación Primaria y Secundaria (ESEA)*, tiene derecho a solicitar información sobre las calificaciones profesionales del maestro de su hijo. En concreto, podrá solicitar lo siguiente:

- Si el maestro ha cumplido con los criterios de calificación y licencia estatales para los niveles de grado y áreas temáticas en las que el maestro brinda instrucción.
- Si el maestro está enseñando bajo estatus de emergencia o sustituto. • El título de bachillerato de especialidad del maestro y cualquier otra certificación o título de posgrado que posea el maestro, y el campo de disciplina de la certificación o título.
- Si el niño recibe servicios de paraprofesionales y, de ser así, sus calificaciones.

Si desea recibir esta información, comuníquese con el director de su hijo o con el asistente administrativo de la escuela y ellos estarán felices de ayudarlo.

Addendum to Student Handbook District Information 2025-26 School Year

Prescott Unified School District
300 E. Gurley St.
Prescott, AZ 86303
928-445-5400

PRESCOTT UNIFIED SCHOOL DISTRICT NO. 1

Mission, Vision and Belief Statements

MISSION STATEMENT

Our mission is to strengthen our community by providing a dynamic and safe educational experience that challenges and encourages every student to succeed through a comprehensive program of academics, arts and athletics.

VISION STATEMENT

Our vision is to be the most innovative, effective and respected educational organization in the Prescott area, fulfilling the public's trust.

BELIEF STATEMENTS

Because schools must provide experiences which will help students to lead lives that are personally satisfying, healthy and supportive of the society in which they live:

- We believe there is a critical need for students to learn how to think, to understand concepts and ideas, to apply what they learn, to be able to pose questions and to solve problems.
- We believe effective learning hinges on self-disciplined students actively engaged in constructing their own knowledge and understanding.
- We believe that the school program should provide both training and education and that learning should be valued as a lifelong endeavor.
- We believe that school should be a safe, clean, nurturing environment and should provide for the diverse needs of students, allowing them to attain their individual potential.
- We believe that schools should provide a relevant, integrated curriculum with articulation across the disciplines.
- We believe that assessment of student progress should be authentic and useful in guiding instruction to assure learning.
- We believe the school environment should foster the values and principles of our democratic society, encouraging personal involvement, responsible citizenship, self-respect and respect for others.
- We believe that our human resources are our most valuable asset. We encourage the development, enhancement, and recognition of the wisdom of people, and maximum utilization of time, material resources, and current appropriate technologies.
- We believe that active partnerships between the school, family and community are essential to the attainment of relevant educational goals.
- We believe that each school environment and curriculum should foster an appreciation of global issues and cultural diversity.

PUSD schools fully comply with all state and federal laws regarding the privacy of student information and records. For detailed FERPA information, please click [HERE](#).

CURRICULUM OVERVIEW

As prescribed by the Arizona Department of Education, all students in grades K-4 are taught the core subjects of mathematics, reading, writing, language arts, science and social studies by regular classroom teachers. Additionally, each class receives weekly instruction by specialists in art, music, physical education, and computer literacy.

Each curriculum is based on the Arizona College and Career Ready Standards, as well as research-based methodologies. Each year a committee reviews an area of the curriculum and, in most cases, recommends new materials and/or textbooks. A 7-year cycle assures that all curricular areas are updated. The materials that are chosen enable teachers to match instruction with standards based curriculum. Supplemental materials and programs are also reviewed and updated to provide more individualized instruction when needed.

The assessment of student achievement is continuous as teachers monitor students' progress in skill development, knowledge of content, presentation of final products and exams. Currently, the Arizona State Board of Education mandates the administration of a norm-referenced, standardized achievement test in reading, math, and language at grades 2 and 9. In accordance with federal legislation, No Child Left Behind, the state also requires a test based on academic standards at 3rd through 8th grade levels and high school beginning at 10th grade in reading, writing, and mathematics. AZMerit meets this requirement. Furthermore, the State Board requires high school students to pass the AZMerit exams in order to graduate from high school.

Following are highlights of grades **K-5** curriculum for each subject area.

LANGUAGE ARTS

Skills are developed in language arts by teaching developmentally appropriate strategies for reading, writing, speaking and listening. The teaching of reading involves print concepts, phonemic awareness, phonics, vocabulary, fluency and comprehension. Writing instruction includes the teaching of the writing process, the Six Traits of Effective Writing and the following modes: expressive, expository, functional, persuasive, literary response and research writing. Developing speaking and listening skills are also part of the daily curriculum in the elementary classroom. PUSD employs reading specialists and English as a Second Language (ESL) teachers to assist students who require more individual instruction. The Arizona Academic Standards in Language Arts are imbedded in our language arts curriculum.

MATHEMATICS

Basic mathematics procedures as well as problem solving skills are taught at all grade levels. Various teaching strategies are used to facilitate a move from concrete to abstract levels of mathematical thinking. Five applications of mathematics, as outlined by the Arizona Academic Standards, form the foundation of mathematics instruction in PUSD: Number Sense and Operations; Data Analysis, Probability and Discrete Math; Patterns, Algebra and Functions; Geometry and Measurement; and Structure and Logic.

SCIENCE

The primary purpose of science education is to provide students with the opportunity to become actively engaged in inquiries that will help them to establish a knowledge base for understanding science and to develop science literacy. The major areas of science studied at all grade levels are: Inquiry Process, History and Nature of Science, Science in Social Perspectives, Life Science, Physical Science, and Earth and Space Science. Classroom instruction includes both textbook information and "hands-on" experiments.

SOCIAL STUDIES

The social studies curriculum in PUSD incorporates the disciplines of geography, history, economics, civics and government. Critical thinking skills, problem solving, personal and intergroup skills and basic study skills are taught to provide a solid foundation on which students can learn and grow into contributing members of their community and society.

ARTS AND MUSIC

Education in music and visual arts seeks to increase knowledge and skill in creating art and music, understanding how art and music relate to historical and social conditions and developing an understanding of the universal concepts found in artistic and musical expression. PUSD employs specialized teachers for art and music education and the curriculum is aligned to The Art Standards as adopted by the Arizona State Board of Education and quality components set forth by the National Art Education Association.

TECHNOLOGY

Teachers and administrators in PUSD are working toward increasing technology instruction and integration. The use of technology can provide tools and strategies for solving problems, using information, increasing productivity and enhancing personal growth. PUSD's computer literacy curriculum is based on state technology education standards. All elementary schools have computer labs and employ a computer technician at each lab. Computers are also available for student use in each classroom.

PHYSICAL EDUCATION

PUSD offers physical education to students in grades kindergarten through high school, taught by certified physical education teachers. Interscholastic athletic programs are offered at middle and high schools. The physical education curriculum is based on Arizona's Comprehensive Health Standards. At the elementary level, instruction is based on the Robert Pangrazi model.

SPECIAL SERVICES

Special services in education means the adjustment of the environmental factors, modification of the school instructional program and adaptation of teaching methods, materials and techniques to provide educationally for those children who are gifted or have disabilities to such an extent that their needs are not met in the regular school program or need special education services in order to benefit.

The school district provides a wide range of services to meet these special needs of students. Such programs usually include services for students with physical disabilities, learning or emotional disabilities, reading and language difficulties or special talents and gifts.

The process by which an exceptional student is identified and placed into special education and/or related services is important. A variety of laws and regulations have been established at the local, state and federal levels. This is done to ensure appropriate placement and confidentiality, as well as sensitivity to the impact on the student's educational life.

Teachers or other school personnel will contact parents/guardians if there appears to be a need for a special program for a child. Parents or students may also request information regarding these services by contacting their school or the Exceptional Student Services office at 928-717-3236.

"CHILD FIND" INFORMATION

Child Find is a component of Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services. In compliance with federal legislation, the Prescott Unified School District has established the following policies and procedures for Child Find purposes.

Prescott Unified School District Policy assures that:

1. Prescott Unified School District will maintain documentation of the public awareness efforts to inform the public and parents within the district's boundaries, including private and religious schools and the County School Superintendent's Office regarding homeless and home-schooled children.
2. Screen activities will be implemented for all newly enrolled students and those transferring in without sufficient records.
3. The screening will be completed within 45 calendar days of school entry.
4. The screening will include consideration of academic or cognitive skills, vision, hearing, communication, emotional, motor and adaptive development.
5. Review referral and follow-up will be done on screenings and documented in the child's cumulative file, with back up data on the district's Child Find Screening Log.
6. Prescott Unified School District will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified, located and evaluated.
7. For children and youth enrolled in private or religious schools, Prescott Unified School District will consult annually with those schools to determine the number of students identified as eligible for special education and related services, regardless of whether they are receiving services or not.
8. Children participating in early intervention services who are expected to participate in preschool programs for children with disabilities will be assured a smooth and effective transition, including:
 - Transition conferences will be arranged for children between the ages of 2 years, 6 months and 2 years, 9 months;
 - By a child's 3rd birthday, an IEP or IFSP will be developed and implemented to ensure a Free and Appropriate Public Education;
 - And, for children who turn 3 years of age during the summer, the IEP team will determine the date for initiation of services including eligibility for extended school year services.
9. Prescott Unified School District will refer children aged birth through 2 years suspected of having a developmental delay to the Arizona Early Intervention Program to determine eligibility for early services, using the Child Find Tracking Form to

ensure follow up within 30 calendar days of initial referral.

HEALTH INFORMATION

Each school has either a full time registered nurse certified in school nursing or a health aide on campus to assist students when they become injured or ill and to perform comprehensive health screenings. Each nurse or health aide works with the administration, teacher, parent, physician and special education services toward the prime function of the school, the education of the whole child.

The health program in the school is concerned with helping your child become physically, mentally, emotionally and socially integrated. A child in ill health cannot learn to the maximum of his ability.

If health problems are suspected or uncovered during the health screenings, the parents will be notified and the child will be referred for diagnosis and/or treatment.

We would like to call your attention to a few areas of importance with regard to your child's health:

IMMUNIZATIONS

An immunization history is required of EVERY child at the time of enrollment. In order to be in compliance with Arizona State Law regarding the immunization requirements for school enrollment, it is imperative that you vaccinate your child on a regular schedule in order to protect him/her from serious communicable diseases.

If your child has already received the necessary immunizations, bring his/her immunization records to the school. Records must show the child's name, date of birth, the month, day and year that all doses were received and the name of the health agency or physician who administered the vaccine.

If your child has not received the necessary immunizations, take your child's immunization record to your physician or health agency to get the required immunizations. Then bring the updated information back to the school's office. By state law, your child will not be allowed to attend school until either a record of the immunizations or acceptable exemption statements (available from your school's office) are submitted.

ILLNESSES

It is often very difficult to decide if your child is ill enough to be kept home from school. Sometimes there is reason to doubt, but in any case, please do not send your child to school if any of the following are present:

- Fever with a temperature of 100 degrees or more;
- Severe cough, even without a fever;
- Sore throat, if white spots can be seen in the back of the throat;
- Vomiting or diarrhea during the evening or night.

Do not allow your child to return to school until he/she has been free of fever for 24 hours.

Communicable Diseases: The control of communicable (catching) disease during the school year is a difficult problem. If you know or suspect your child has a communicable disease, please contact the school nurse or health aide before sending your child to school. Some of the most frequent communicable diseases among school age children are chicken pox, pink eye, head lice, and streptococcal sore throat.

School Attendance and Communicable Diseases:

- (1) Chicken Pox: Exclude for one week after the first crop of vesicles appear and/or until all of the chicken pox lesions have scabbed themselves over.
- (2) Conjunctivitis (Pink Eye): Exclude until symptoms subside or effective antibiotic therapy is initiated and maintained for at least 24 hours.
- (3) Pediculosis (Head Lice): Exclude until treatment with a pharmaceutical lice shampoo treatment has been accomplished.
- (4) Strep Infections: Exclude for at least seven days from onset. Exclusion may be terminated 24 hours after adequate treatment has begun if therapy is continued for 10 days.

Medications (see school handbook)

INSURANCE

Prescott Unified School District does not provide accident/injury insurance on your child. However, each year you will have the option of obtaining low cost accident/injury insurance through an independent insurance company, offered through the school district. Information about this insurance will be sent home at the beginning of each year by school personnel. This form must be completed and returned to the school office if you wish to provide this for your child. Please remember that if you choose to participate in the insurance program, the claim transaction is between you and the insurance company. If your child is injured, a claim form may be obtained from the school health office. We encourage you to maintain an insurance policy of your choice for your child(ren).

ATTENDANCE

POLICY

Regular school attendance is required pursuant to Arizona's compulsory attendance laws. Each student is expected to be in attendance every day that school is in session, except for illness or other unusual circumstances.

The education of each student is the joint responsibility of the home and the school. Only through cooperation can the student be assured of receiving all educational advantages available. Student participation in class activities, listening to presentations, clarification and explanations and attendance at school assembly programs are considered integral parts of the educational program. It is impossible to gain the full significance of any class experience thorough make-up work.

PROCEDURE

Attendance procedures are in accordance with ARS 15 and Prescott Unified School District for Board Policy J.2.6.

1. Each school will plan and implement an incentive program to encourage regular attendance.
2. Parent(s) or guardian(s) shall contact the school on the day of an absence, stating the reason for the absence. If the school does not receive prior notice of a student's absence, efforts will be made to contact the parent(s) or guardian(s) of the absent student on the initial day of absence.
3. On the first day of the student's return to school, a note of explanation from the parent(s) or guardian(s) will be provided.
4. According to district policy, after each ten days of absence, if it is determined that those absences are affecting student progress; a conference will be scheduled to discuss concerns.

RIGHTS OF HOMELESS STUDENTS

The Prescott Unified School District shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applies to all services, programs, and activities provided or made available.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program.
- In a hotel/motel, trailer parks, campgrounds, abandoned in hospitals, or are awaiting foster care placement, or a similar situation due to a lack of alternatives.
- At a bus station, park, car, or abandoned building, public spaces, substandard housing, or similar settings.
- A primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Migratory students who qualify as homeless because the children are living in circumstances described above.

According to the McKinney-Vento Homeless Act, eligible students have rights to:

Immediate enrollment: Documentation and immunization records cannot serve as a barrier to the enrollment in school.

School Selection: McKinney-Vento eligible students have a right to select from the following schools:

- The school he/she attended when

- permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

Remain enrolled in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.

Participate in programs for which they are eligible, including Title I, National School Lunch Program, Head Start, Even Start, etc.

Transportation Services: A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The Homeless Liaison will assist you in making decisions, providing notice of any appeal process, and filling out dispute forms.

For more information, refer to:

www.ade.az.gov/asd/homeless/ or contact:
Judy Stencel, Prescott Unified School District
300 E. Gurley Street, Prescott, AZ 86301
(928) 445-5400
judy.stencel@prescottschools.com

Silvia Chavez, State Coordinator for Homeless & Refugee Education
Arizona Department of Education
1535 West Jefferson Street, Phoenix, AZ 85007
(602) 542-4963 / silvia.chavez@azed.gov

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

A student who complains or grieves regarding constitutional rights, equal access to programs, discrimination, or personal safety issues may complain directly to a school administrator or to a school staff member within thirty (30) days of an alleged occurrence. The initial complaint or grievance should be made using form JII-EA, however, a verbal complaint or grievance may be made. When a school staff member receives the information, the staff member will immediately inform a school administrator. If the complaint or grievance involves a school administrator the staff member shall forward the complaint or grievance to the next administrative level.

Complaints and grievances related to student violence, harassment, intimidation or bullying are to be filed in accordance with Governing Board Policy JICK.

At a minimum the complaint or grievance shall contain the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. The written complaint or grievance should contain a requested solution and the submission should be signed and attested to by the complainant. However, an unsigned form will be processed in the same manner as a signed form.

The complaint or grievance will be investigated by a school administrator, a supervising administrator, or other person approved by the Superintendent. The student shall be contacted no later than the school day following the date the school administrator or the administrator's immediate supervisor receives the information. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or

within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.

- The investigator shall meet with the student who submitted the complaint or grievance at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the principal and/or the Superintendent as circumstances warrant.
- A confidential record of each complaint and grievance made pursuant to Policy JII shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed by a student, findings of the investigation, and the disposition of the matter.
- Unless a determination has been made by the appropriate investigating official that the reported incident actually occurred, the record shall not be used for the imposition of discipline.

Where disciplinary action is necessary, District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Definitions

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived

imbalance of power or strength, or

- may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments,

photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by the use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm to person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by the use of social media.

Prohibitions and Discipline

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Reporting Incidents of Bullying

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQD.

Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

At the time a student reports alleged bullying the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s) of the report.

The principal shall investigate all reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and subsequent investigation shall be maintained by the District for not less than six (6) years. In the

event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall

- occur during the first (1st) week of each school year,
- be provided to each incoming student during the school year at the time of the student's registration,
- be posted in each classroom and in common areas of the school, and
- be summarized in the student handbook and on the District website, and

the Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to

- Governing Board policy,

- preventive measures,
- incident reporting procedures,
- available support services for students (both proactive and reactive), and
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES
(To be displayed in school buildings and in student handbooks)

Students may present a complaint or grievance regarding one (1) or more of the following:

- Violation of the student's constitutional rights.
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Board Policy JICK.

Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made

only to a school administrator or a school staff member.

- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint or grievance falls within this policy shall be determined by the Superintendent.

A student or student's parent or guardian may initiate the complaint process by completing Exhibit JII-EA.

A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.

Retaliatory or intimidating acts against any student who has made a complaint under the District policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for

a separate complaint.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

HAZING

(To be displayed in school buildings and placed in student handbooks)

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- The act was committed in connection with an initiation into, affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator no later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the

school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Superintendent.

- The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

USE OF TECHNOLOGY RESOURCES IN INSTRUCTION
(Safety and use of Electronic Information Services)

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District. Filtering, monitoring, and access controls shall be established to:

- Limit access by minors to inappropriate matter on the Internet and World Wide Web.
- Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Monitor for unauthorized access, including so-called "hacking," and other unlawful activities by minors online.
- Restrict access by minors to materials harmful to minors.

Content Filtering

A content filtering program or similar technology shall be used on the networked electronic information services (EIS) as well as on standalone computers capable of District authorized access to the Internet. The technology shall at a minimum limit access to obscene, profane, sexually oriented, harmful, or illegal materials. Should a District adult employee have a legitimate need to obtain information from an access-limited site, the Superintendent may authorize, on a limited basis, access for the necessary purpose specified by the employee's request to be granted access.

Education, Supervision, and Monitoring

It is the responsibility of all District employees to be knowledgeable of the Board's policy and administrative regulations and procedures related to the use of technology resources. Employees are further responsible, to the extent prudent to an individual's assignment, to educate, supervise, and monitor student use of the District's online computer network use. District, department, and school administrators shall provide employees with appropriate in-servicing and assist employees with the implementation of Policy IJNDB.

As a means of providing safety and security in direct electronic communications and to prevent abuses to the appropriate use of electronic equipment, all computer access to the Internet through the District electronic information services (EIS) or standalone connection shall be monitored periodically or randomly through in-use monitoring or review of usage logs.

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or

retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the electronic information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements

to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.