



# Parent/Student Handbook 2021-2022

**"A Caring Community of Learners"**

Dear Parents and Guardians,

Welcome to the 2021-22 school year! If this is your child's first year in our school and our programs - welcome to the Coquille School District and the very special place that is Lincoln School of Early Learning.

In Coquille, we believe that every child has the right to learn, grow and thrive. We believe in you - and your child, and we will do everything we can to assist all children we serve as they begin their academic journey.

Young children are enthusiastic and engaged learners and our goal is to build on their natural desire to learn and provide them with developmentally appropriate, high quality, care and education. Thank you for the trust you put in us as your children grow and succeed.

Communication with our families is a top priority for us. We know that positive outcomes are possible when parents and teachers collaborate, communicate, and work together on their shared goal - our children's success. Please do not hesitate to reach out if you have any questions, concerns or just want to talk about how your child is doing.

Everyone working at Lincoln School is dedicated to ensuring a positive, safe school experience for children. The information provided in this handbook will help answer questions and provide you a guide for you and your child while here at Lincoln School of Early Learning. I hope you and your child have an engaging and rewarding school year!

Sincerely,  
Maidie Rosengarden Ed.D.  
Principal

Coquille School District and Lincoln School provide developmentally appropriate programs for children in Pre-School, Kindergarten and First Grade. Our early learning opportunities are designed for children living in the Coquille School District and surrounding communities. Our programs are available to all children, including children with special needs and they support children's growth in all areas of development.

### **Our Mission:**

The staff and teachers at Lincoln School of Early Learning provide young children with a nurturing, supportive environment that fosters their love of learning and their development as autonomous, healthy, responsible human beings who can achieve their fullest potential in society. Guided by current research and sound educational practices from the fields of child development and family studies, we are committed to providing a resource for the families of Coquille and surrounding communities with a variety of programs and primary grade levels that strengthen child, parent, and community well-being.

### **Goals of our environment and curriculum are:**

- ✓ To provide a warm, secure, supportive environment.
- ✓ To promote a varied range of language and literacy experiences and promote literacy skills for the emergent learner.
- ✓ To foster math and science learning through exploration and use of age appropriate materials.
- ✓ To encourage curiosity, creativity, and self-esteem through child centered discussions.
- ✓ To improve student attendance which can translate to increased learning time.
- ✓ To view the family as the child's primary nurturer, educator and caretaker.
- ✓ To work with families as a team and share expertise in the healthy development of the child.
- ✓ To develop a positive self-concept, self-regulation, and sense of belonging.
- ✓ To develop curiosity about the world, confidence as a learner, and creativity and imagination.
- ✓ To develop relationships of mutual trust, understand the perspectives of other people, and celebrate the uniqueness of each child.
- ✓ To gain knowledge of community and social roles.
- ✓ To use language to facilitate thinking and learning.
- ✓ To gain satisfaction and information as well as express creativity through reading and writing.
- ✓ To represent ideas and feelings through pretend play, drama, dance, movement, music, art, and construction.
- ✓ To think critically, question, reason, and solve problems.

- ✓ To construct an understanding of relationships among objects, people, and events, such as classifying, ordering, numbers, space relationships and time concepts.
- ✓ To construct knowledge of the physical world, manipulate objects for desired effects, and understand cause-and-effect relationships.
- ✓ To acquire knowledge of and appreciation for the creative arts, social sciences, and sciences.
- ✓ To develop skills for self-management of their bodies and for children to acquire basic gross and fine motor physical skills.
- ✓ To experience joy in physical activity and gain knowledge about care of their bodies.

### **CURRICULUM PHILOSOPHY:**

Our goal is to create a relaxed and positive atmosphere that promotes a positive self-image, an opportunity for expression, a love of learning, and a feeling of responsibility and independence for each child. We provide opportunities for physical, emotional, social, and intellectual growth in planning and utilizing our district curriculum. Emphasis is on learning through play. Our school is a carefully planned environment with a variety of learning areas which stimulate curiosity, imagination, and exploration.

All children are individuals, and each child is unique. In planning our curriculum, we take these individual differences and needs into consideration. We also strive to provide an environment which fosters cooperation.

A significant characteristic of early childhood is the sensorial nature of children. This means that children learn best by experiencing through their senses. They are oriented to the here and now rather than to the past or to what lies ahead. Research has shown us that children learn best through direct, concrete experiences with people, objects and hands-on manipulation of materials. They also learn best from activities they have chosen themselves in addition to teacher directed activities. It is important for children to choose their own activities because they:

- Are more likely to be motivated;
- Will most often choose activities which are stimulating and give them needed opportunities to practice; and
- Can feel in control of their learning.

Our curriculum is developed and chosen based on deep thematic exploration through hands-on experiences, child-selected activities, and experiences involving the five senses.

### **Inclusive Practice**

Culturally diverse programming celebrates individual differences and human experience. Our school is committed to building upon the culture and strengths of the enrolled

children and their families, as well as teaching concern and respect for others. Such efforts require that policies, practices and personal philosophies be examined for bias. Biases are values or practices that favor one group or culture by color, gender, income, physical attributes, or age. Children must be given skills to deal with bias. Anti-bias programming addresses issues of stereotypes and helps children to stand up for themselves and others when confronted with situations of bias. We want children to develop with the attitudes, knowledge, and skills needed for living in a complex, diverse world in a harmonious manner.

### **Respecting all People: An Affirmation**

- Lincoln School of Early Learning is an inclusive program committed to promoting the acceptance and appreciation of human diversity.
- Our school welcomes children and families of all racial, ethnic, cultural, and religious backgrounds, family compositions and special needs.
- We strive to reflect this respect for all people in our educational programs and services, our policies and practices, and our interactions with families and the community.

### **Making the first day of school a success:**

- Children arrive on time and not early.
- Put an extra change of clothes in back pack, just in case (PK/K/1/CDC)
- It's normal for children to have some fears about school. Parents can be positive, reassuring, and say good bye with a smile. Discuss fears ahead of time and Answer your child's questions - they might include:

Will I have a friend? *Yes! Many new ones.*

What if I have to go to the bathroom? *Tell your teacher, they will help you.*

Will my teacher like me? *Your teacher will think you are very special, and is excited to meet you.*

What bus will I ride? *If you forget, your teacher will help you.*

How will I get home on the first day? *You will take the bus, or be picked up.*

Parents - share a positive attitude and help your child look forward to the first day in school, acknowledging that it can feel scary, and children may feel anxious. Helping children identify anxious feelings that occur in the body such as nervous tummy, sense of unease in chest, and so on, will help your child articulate to you how their bodies feel. You can assure them that these feelings are ok, and that you have had them too! Practice some deep breathing and talking about what will happen during the day. When children arrive home, talk about it! Help children remember that they felt nervous, and then they felt

better. They may be nervous again on day 2, and will need your help recalling what they enjoyed, and remembering the routine.

### **TIPS FOR HELPING YOUR CHILD LEARN**

- Children benefit from predictable schedules. It is a good idea to establish a consistent bedtime and wake time (8 hours of rest) and adhere to it as close as you can. This will result in healthier, more focused children during learning time.
- Children benefit from an adult reading to them 15-20 minutes at home each day.
- Ask your child every day to tell you about their day at school. If you don't get much of a response, ask them to tell you about their favorite part of that day.
- Children benefit from writing and drawing at home. Ask them to help you with a shopping list, practice writing their name and address, or just draw pictures. The more comfortable a child is using a writing instrument; the better writer he/she will be.
- Children benefit from eating a healthy breakfast every morning. Lincoln School offers free breakfast beginning at 8:05 am every school day in the cafeteria.
- Children benefit when adults point out the use of numbers in their lives. Count with them, practice adding and subtracting, and help them to use money.
- We love to hear from you. Communication between school and home is proven to play a large role in student success. You can always reach us at the office **(541) 396-2811** or by email (email addresses of staff are included in this handbook).

### **ATTENDANCE**

- If your child is sick or has an appointment, please call the school at 396-2811 by 8:45 am.
- Send a note to school with your child upon return to school to explain absence if phone call has not been made.
- Send a note to school or call the office to pre-arrange an absence for appointments or vacations.
- If your child misses school frequently you will be contacted by letter, phone call or asked to meet to develop a plan to improve your child's attendance.
- Please be sure to update contact info with the office as soon as changes occur.

### **WHEN SHOULD MY CHILD STAY HOME**

- Fever of 100 or higher
- Severe headache
- Vomiting
- Persistent cough
- Severe runny nose
- Ear ache

- Diarrhea
- Rash
- Eye infection
- Communicable disease
- Severe sore throat
- Head lice- if a child is discovered to have nits during the school day, they may finish their school day and parents will be notified. Information on treatment will be sent home. Those with live lice should stay home to start the treatment. Parents should check their children regularly.

*This institution is an equal opportunity provider. "In accordance with Federal law and the U.S. Department of Agriculture's Office of Civil Rights policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability." To file a complaint of discrimination to the Office of Civil Rights, call toll free (866) 632-9992.*

## **GENERAL INFORMATION:**

Please take the time to read this student handbook. This student handbook is a summary of the general rules and regulations regarding student conduct that are in effect for all programs at the Lincoln School of Early Learning. It has been created to explain and clarify policies, procedures, programs, and activities at Lincoln. While it is impossible to address every situation or circumstance that may occur in the school setting, this handbook covers most of the areas that require explanation. We hope parents and students will use it as a reference when there is a question of policy or expectation. If you have any questions or concerns, please do not hesitate to contact the office to seek feedback. We want to emphasize a positive, cooperative relationship between home and school. Working together ensures a more positive educational experience for us all.

**School Phone: 541-396-2811**

### **School Office Hours:**

Main office hours: 7:30 am-4:00 pm

## **LOST & FOUND**

Your child's name should be on all articles of clothing or other possessions brought from home, then items found can be returned to the owner. The school assumes no responsibility for a child's personal belongings beyond teaching personal responsibility and honesty. Students are urged to check in the office for lost and found articles. Any items found will be turned into the office. Clothing items unclaimed at the end of each trimester will be donated to a local clothing donation center.

## **PARENT INVOLVEMENT**

We need parents and family members to become involved in our programs. You can visit your child's classroom, become a volunteer in various aspects of the school or work with your child at home. Parent involvement helps our children see that you value education and helps them see its importance.

## **VOLUNTEERS IN SCHOOLS**

We encourage parent volunteers to work in classrooms, cafeteria, playground, attend field trips or wherever they are needed. Volunteers provide a valuable service to the school and students. Please visit the office if you are interested.

**Cell Phone use:** We ask that you do not have cell phones out when volunteering or helping out at the school. This can cause a distraction for the teachers and students. We appreciate your understanding with this matter.



**Volunteers must have a background check before they can assist with any activities involving students. The background check can take up to 2 weeks so please plan ahead. Also, parents/volunteers who wish to help or attend field trips will not be able to bring siblings or other small children along.**

### **ACTIVITIES FOR VOLUNTEERS**

These are ways you can assist teachers and or students:

- ✓ Listen to teachers' instructions and expectations so you can help students be success during the activity.
- ✓ Join children at the carpet and help focus attention on the teacher by sitting next to wiggly students, looking at the teacher and following his/her directions, showing a quiet sign to students who are talking, showing a thumbs up to those who are participating and listening.
- ✓ Use visual cues when verbal directions are not working
- ✓ Make copies
- ✓ Sharpen pencils
- ✓ Wash tables and clean up in classroom
- ✓ File papers to go with students in cubbies or mailboxes
- ✓ Help teacher prepare projects
- ✓ Support students with work without doing it for them
- ✓ Support teacher by leading a small group
- ✓ Model teacher's expectations

### **Attendance Priority:**

Coquille School District believes that every day matters. It is very important to a child's success that they attend school regularly. We believe this begins with their first school experiences and teaches a life-long skill. Current research indicates that attendance is an early predictor of academic performance and even graduation. Children who do not attend regularly struggle to adjust to school routines. Please make sure your child(ren) attend every day when possible.

### **Absences:**

ORS-339.065 (2) states: No absence shall be excused by any principal or teacher unless such absence was caused by the pupil's sickness, by the sickness of some member of the pupil's family, or in the case of emergency. The principal or teacher may excuse absences for other reasons where satisfactory arrangements are made in advance. (3) Any pupil may be excused from attendance...for a period not to exceed five days in a term of three months or not to exceed ten days in any term of at least six months.

All students between ages 7-18, who have not completed the twelfth grade, are required to attend school unless otherwise exempted by law. Once a student has enrolled in school (i.e. age 5 in kindergarten), that student is expected to attend school under this same law. School staff are required to monitor and report violations of the state compulsory attendance law. By law, we are required to inform parents in writing of excessive tardiness and chronic absenteeism. District policy also requires that we inform the Coquille Police Department of excessive absences. Any parent/guardian who fails to send a student to school within three days of notification by the district that their student is not complying with compulsory attendance requirements may be issued a citation by the district's attendance officer for the student's failure to attend school.

**School board policy stipulates that the only excusable absences are those caused by:**

- illness of the student,
- illness or death of an immediate family member when the student's presence at home is necessary,
- emergency situations that require the student's absence,
- medical or dental appointments; confirmation of appointments may be required on a case by case basis,
- field trips and school-approved activities,
- other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence; pre-arranged excused absences for vacations will be for a maximum of five days and also require a parent note,
- a student who must leave school during the day for appointments must bring a parent note to the office or the parent must call to inform the school of the appointment

### **Tardies:**

At as young of an age as we can, we try to instill positive work ethics and habits. This begins with arriving to school on time. Students late getting to school will be marked tardy when they arrive after 8:30 am. Parents must check them in at the office, at which time office personnel will determine whether the tardy is excused or unexcused. The tardy student must receive an admit slip to class to present to his/her teacher. All tardies except those of an emergency nature are considered as unexcused.

**Dropping Off Students in the Morning:** If your child does not ride the bus, he/she **may not be left at school before 7:50 am**. This is to make sure students are properly supervised when they are dropped off and go to their classroom for breakfast. The classroom will always be open by **7:50 am** with staff on duty in the classrooms by **7:50 am**. Again, this is to ensure safe practices.

### **FREE Meals Program for ALL:**

Free breakfast, lunch and after school snack is available to everyone every school day. The school lunch menu includes choices of several entrees, milk, and salad bar from which students may choose a variety of vegetables, fruits, and breads.

### **Cafeteria Procedures:**

Students have the option of eating a school meal or bringing their own lunch from home. Everyone is asked to follow the expectations below which are posted in the cafeteria:

- Use an inside "quiet" voice.
- Clean up after yourself at your table.
- Always be respectful of your cooks, helpers, and classmates.
- Inform the custodian of any spills.
- Remember your manners and good eating habits at all times.
- All food and drinks are to stay in the cafeteria only.
- Please do not bring soda, energy drinks or coffee to school.

### **Closed Campus:**

This means that once a student has arrived at the campus he/she must stay at school until the end of the school day unless the office has received permission from parents explaining otherwise. We feel this is necessary for the safety and welfare of all students. Students needing to leave during the school day will need to bring a written note from parents to the office in the morning to receive permission to leave the school grounds. Students/parents must check out in the office by signing out on the computer. When the student returns to school, he/she must sign in at the office.

**Clothing:** All articles of clothing (especially coats and jackets) and other possessions should be labeled with the child's name. Student attire should be in good taste. Short shorts, halter tops, tank tops, shirts or dresses with spaghetti straps, swimsuits, flip flops, open-toed shoes, or clothing with rude messages or anything referencing drugs, alcohol, or tobacco will not be appropriate to wear to school. When in doubt, please wear something else. We also ask students to not wear hats in the building.

Please check the lost and found located in the gym hanging on the wall throughout the year, especially when clothing goes missing. All unclaimed items will be donated to a non-profit organization at the end of the school year.

### **Custody Issues:**

The School Board encourages parents to be involved in their student's school affairs. Unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

- Receiving and inspecting school records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
- Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the non-custodial parent at the time of enrollment or any other time a court order is issued. A parent with sole custody should provide the district with written instructions regarding additional rights or privileges granted to the non-custodial parent.

Non-custodial parents will not be granted visitation or telephone access to the student during the school day. The student will not be released to the non-custodial parent without written permission of the parent with sole custody. In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. The district may request in writing any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities.

Please note that staff at Lincoln school have the right to ask to see identification from an adult picking up a child whom they do not recognize. Your child's safety is of primary concern.

### **Emergency Procedures:**

The law requires students to receive instruction on fire emergencies and drills at least 30 minutes each school month. At least one fire drill will be conducted each month. Two earthquake drills and two lockdown drills will be conducted each year.

In addition, students and staff practice other emergency procedures:

The Coquille School District adopted a strategy for lockdown procedures know as ALICE in 2016. ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. The philosophy of ALICE is to use updated practices and training in staff and students in a way that staff and students can make informed decisions in a crisis. The goal is to remove as many people as possible from the danger zone, and to provide realistic training so that those involved in a crisis have the best opportunity to remain safe.

The training is tailored to the age groups in the building. Teachers will provide directions to the students on what action needs to be taken, so it is very important that students listen and follow directions given during any drills that are conducted. Before the first drill is performed, the individual classroom teachers will use a common set of guidelines to address the topic and teach their class the ALICE Plan.

Younger students need constant reminders of safe practices in order for them to make good decisions related to their personal safety. Parents can prepare their child(ren) for the ALICE Plan by helping them understand the following objectives at home.

- 1) There are people of all ages, color and types that can be mean and wish them harm.
- 2) Self-confidence comes from trying things that are hard and getting better each time.
- 3) There are many solutions and options when faced with a problem.
- 4) When your child is prepared for difficult situations, they can make informed decisions and will have more control over what happens around them.
- 5) Your child is smart and capable if they have the knowledge.
- 6) Help your child identify and assess possible crisis situations.
- 7) Help your child explain the different safety drills and what they mean.
- 8) Help your child name where they need to go in case of an evacuation.
- 9) Discuss the importance of following directions without hesitation.

We know this can be scary for children. If you have questions, please contact a building administrator at Lincoln.

#### **Directory Information:**

The district may, by law, release "directory information" including names, addresses, phone numbers, and photographs to outside sources such as the newspapers. **If the release of this information is unwanted, please inform us in writing.**

#### **Emergency School Closure:**

Throughout the year, there may be times in both the morning and afternoon when weather and/or road conditions become too hazardous for travel. Weather and road conditions may vary dramatically throughout the school district. The district encourages all parents to assess the conditions at your location. If parents feel that weather or road conditions are unsafe, they may make the personal decision to keep students home until it is safe to travel.

If the school or district makes the decision to close schools and Lincoln school programs for a day(s), delay the start of school, or dismiss early, an announcement will be made through the Blackboard system. This system will place a telephone call to all parents and staff of the school or the school district. The Blackboard system will call the current primary telephone number that is on file at the school or district. It is important that phone numbers are updated as soon as possible to make sure that all affected parties are notified. The district may also contact local TV and radio news stations and provide them with the current information regarding closure. If you have any questions regarding closure, delayed start, or early release: call the Coquille School District at 541-396-2181, or Lincoln School of Early Learning at 541-396-2811.

### **In-District Field Trips:**

From time to time we have special programs at other locations within the district. A signed form allowing us to transport students to these special events is required. Notices of these special events are usually placed in newsletters and field trip notices taken home by students. Supervision arrangements will be made for students not attending these events.

**Volunteers must have a background check before they can assist with any activities involving students. Background checks can take up to 2 weeks so please plan ahead. Also, parents/volunteers who wish to help or attend these trips will not be able to bring siblings or other small children along.**

### **Lincoln Dress Code:**

The Lincoln dress code is designed to minimize disruptions to the learning environment, ensure student safety, and encourage clothing that fully allows participation in learning activities. With that in mind, PLEASE remember the following clothing regulations or the student may be sent to the office to make needed adjustments or be sent home to change.

- Hats, caps, bandanas, and other headgear are not allowed to be worn upon entering the building.
- Shorts, skirts, dresses need to be at finger-tip length when your arms hang down at your sides.
- Shirts and tops need to cover both the belly and back
- Clothing and other items should not have inappropriate language/pictures, or reference alcohol, drug or tobacco products.
- Shoes must be worn at all times. Try to avoid open toe shoes for safety.
- No writing on hands, arms, face or clothing.

### **Other Items:**

We ask that you leave items at home that would disrupt the educational environment with the exception of items for show and tell. These items are not to be used during school or in the building: handheld electronic games, toys (like fidget spinners), stuffed animals, electronic devices, Pokémon cards, water toys/balloons, etc. If you bring/use one of these items to school, understand that it will likely be taken by a staff member and given to the office staff. If that happens, parents will have to come to school to get it.

### **Medication Administered at School:**

If your child needs to take medication while at school, the parent/guardian must bring in the medication and fill out the required written authorization form. All medication will be kept locked in the school office **in its original container** and dispensed in accordance with parent and/or physician instructions. Asthmatic students will be allowed to keep and carry their prescribed inhalers with written permission from parents along with notification to

the school nurse and administration. State of Oregon regulations forbid the school from supplying aspirin or other medication to the students; parents must take care of those health needs. Even over-the-counter medication should be checked in at the office so that the staff is aware of the specific health issues of students.

### **School Boundaries:**

For health and safety reasons the following areas are considered the boundary lines for all school students during the school hours of 8:00 am to 2:55 pm except when given special permission from staff. The areas include:

- Outside the fences around the upper and lower playgrounds and field.
- The sidewalk in front of the school and bus loading area.

### **School Security:**

For security reasons, **all** visitors must first report to the office and sign-in upon entering the building. In the appropriate circumstances, the school will give them a visitor's pass and directions to a specific classroom or activity. Parents are always welcome at our school. We urge parents to come and visit whenever they like. You can enjoy assemblies and parties, as well as class activities. Please note that staff at Lincoln school have the right to ask to see identification from an adult picking up a child whom they do not recognize. Your child's safety is of primary concern, so we expect parents to comply with this.

The practice of bringing school age friends to visit during regular school hours is not permitted and requests will be refused. Unusual cases may be considered.

### **Student Citizenship:**

There are three basic behavioral expectations that apply no matter where you are in our school including the classrooms, hallways, gym, playground, field, bus zones, cafeteria, and by the front doors. These expectations are that the student behaves safely, responsibly, and respectfully.

Throughout the year, we will take the time to teach what safe, respectful, and responsible behavior looks like in different locations of the school. We find the specific examples of what to do and what not to do throughout the school environment help our students to be great classmates to one another. Safe means to avoid doing things that could hurt you or anyone else. Respectful means treating others as you want to be treated. Responsible means doing the things that are expected of you (or to "take care of business"). We use these definitions with our students to help make school expectations clear.

In order to grow educationally, socially, and emotionally, children need to be in a safe, orderly environment conducive to learning. By providing a warm supporting atmosphere and

setting consistent limits, we strive to make life at school predictable for all children. This helps them to spend their energy on learning.

The guidance administered at Lincoln is designed to support students in making positive choices that will enable students to function successfully in their educational and social environment. It is also our philosophy that the parents and the school work closely together when promoting positive student behaviors.

### **Guidance for Young Children**

We believe that children do well if they can. When we see mistaken behaviors arise, it means that there is a barrier to the child's successful participation in our classroom, and it is our role to support that child. We see all behavior as communication, and behavior as communication of an unmet need. Thus, we work with the child to identify the unmet need, collaborate on how to meet it in an appropriate way, and create with them the conditions they need to be successful.

We respect each child as an individual who is in the process of developing inner controls. Patience and firmness help in dealing with misguided behavior. We use gentle reminders to encourage children to use words to express their anger rather than striking out. When mistaken behavior occurs, the function of the behavior will be assessed and the child's needs will be met through collaborative problem solving. Redirection to another activity will be used when appropriate.

Staff shall never use physical punishment, psychological abuse, or coercion when disciplining a child. Spanking, striking, rough handling, name-calling, shaming, threats or withholding of foods or affection etc. are NOT allowed under any circumstances. This includes punishment by a parent towards their own child while on these premises. Please remember that tone and expression communicate messages as well - both positive and negative. Our guidance strategies are designed to help children develop a positive sense of self, an understanding of the rights of others and positive strategies for self-regulation and interaction with others.

**"Ready for Preschool" Policy:** Lincoln School is first and foremost a safe community of learners. Occasionally, children demonstrate behaviors that do not have a positive effect on themselves, others, or the classroom community as a whole. Incidental or impulsive behaviors are addressed as "teachable moments;" addressing conflict positively is an important strategy to support children's personal and social development. However, some patterns of behavior, including harm to oneself, harm to others, or harm to the classroom environment, may result in exclusion for the day. If this happens, you, as parents and guardians, will be called to come and pick up your child for the day. We value problem solving together, and you will not be asked to remove your child unless inappropriate or dangerous classroom behaviors are occurring, and other interventions have been exhausted.



It is important to us to enact a commitment to a respectful non-violent environment, where all people are responsible for their own behaviors. We encourage parents to support us in these goals by reinforcing the concepts at home of respectful non-violent problem solving and responsibility. We also ask parents not to add on additional "punishments" when a child goes home. Use the experience as a teaching opportunity and assist your child in preparing to be successful for the next day at school.

Teaching teams will be revisiting the theme of school as a "fun, safe, learning space" with the children at the start of and throughout the school year. The children will be asked to consider what behaviors and choices that they can make to shape their school into an enjoyable place where they can work, play, and learn together, and thus be "ready for preschool." Prosocial behavior and self-regulation are included as part of our formal curriculum throughout the year. Together, we can ensure that Lincoln School provides a positive learning environment for every child.

**Procedure for Working with Children with Continuing Patterns of Mistaken Behavior:**

It is our intention to work closely with every family and attempt to meet the needs of each child. Our goal is to limit or eliminate any exclusion of children. When a child's behavior is harmful, and/or presents a danger to the other children and staff, we will ask for the family's cooperation in changing the behavior. A plan will be developed in conjunction with parents and will include:

- An exploration of the behavior, taking into account the timing, antecedents, and function of the behavior, to build a shared understanding of these factors.
- Cooperatively developed strategies to help support the child both at home and at school, potentially including adjustments of the environment, removal of triggering materials, creation of predictable schedules, and positive behavioral supports.
- If necessary, referral to other agencies if appropriate, e.g. ESD, Public/Mental Health.
- Communication between the staff and the child's or family's therapist if applicable.
- A timeline for implementation of this plan.
- Follow-up meetings that fit in with the planned time line to assess the child's progress.

**Biting Incidents:** An important aspect of our work with children is to teach positive social skills, self-control, and the ability to express thoughts, needs, desires, and emotions through the use of appropriate words and actions. We understand that these skills are learned over a period of time as children develop, and are exposed to positive techniques, positive experiences and the reinforcing of positive results. As children are developing these skills, inappropriate incidents between children may occur, including biting. Adults are often particularly upset by biting incidents; while we will work to prevent all such incidents, it is important to be aware that biting is a typical developmental phase that many children progress through.

To respond to a biting incident, staff will:

- If necessary - respond immediately to any first aid needs.
- Respond to the situation with appropriate problem solving techniques.
- Record the biting incident on an accident and information form for each child.
- Inform parents of the incident. *Parents only receive information regarding your own child.*
- If parents have medical concerns, direct them to bring their child to their family doctor.
- Take the time to be an active listener to each parent.
- Take the opportunity to offer parenting support and information.
- If behavior is recurring, a behavioral plan will be developed by teacher, a parent/guardian and a supervisor.

### **Student Code of Conduct:**

#### **Lincoln Lion School-Wide Rules and Expectations:**

- *Be Safe*
- *Be Respectful, friendly and kind*
- *Be Responsible by doing good work and following directions and rules!*

### **Positive Behavior Intervention System:**

Lincoln is a PBIS (Positive Behavior Intervention System) School. Positive incentives for good behavior are an integral part of our disciplinary philosophy and greatly encouraged throughout Lincoln. The teacher may reward the individual student in the classroom through avenues such as positive comments and stickers, by sending home notes, phone calls of commendation, or other positive ways. As a part of the nationally recognized Positive Behavior Intervention System, students are taught that being safe, respectful, and responsible in all situations will result in successful experiences in school and in life.

Behavior management is focused on consistently rewarding students for safe, respectful, and responsible behavior. There may be times, however, that a student will need a consequence for a bad choice. Typically, a student in this situation may miss recess, or have to spend time in the office. Communication home from the teacher or the principal may follow.

### **Telephone/Cell Phone Use:**

Students who need to contact a parent/guardian will need permission from a staff member to use the office phone during school hours. Teachers may also choose to have the student use their classroom phones when contact with a parent is necessary. Personal cell phone use by students is not permitted during the regular school hours of 8:00 am to 2:55 pm. Pictures taken at school by students with cell phones are strictly prohibited.

### **Tips for Students Seeking Success:**

The following important information can help you become a better student and valued citizen. Enjoy your time as a Lion!

- Keep a positive attitude!
- Good manners are welcomed and appreciated everywhere!
- Stay to the right-hand side of the hallways and stairs whenever possible to avoid traffic problems!
- Ask your teacher when you need help with class work!
- Talk to your parent, teacher, or principal if you have a personal or school related problem. Try to resolve it early!
- Create a reputation of being an honest, hard worker!
- Get to school on time and your mind in a mode for learning!
- Do your assigned work promptly and with your best effort? Use your class time well!

Continue to build a good reputation for yourself. Be sure to include the character traits of trustworthiness, respectfulness, responsibility, caring, fairness, and good citizenship!

### **Student Rights and Responsibilities:**

The district has authority and control over a student while at school during the regular school day and at any school-related activity, regardless of time or location, and while participating in district-provided transportation. Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes. Among these student rights and responsibilities are the following:

- Civil rights - including the rights to equal educational opportunity and freedom from discrimination, and the responsibility not to discriminate against others;
- The right to attend free public schools, the responsibility to attend school regularly, and to observe school rules essential for permitting others to learn at school;
- The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injure his/her rights;
- The right to free inquiry and expression (at appropriate times), the responsibility to observe reasonable rules regarding these rights;
- The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
- The right to privacy, which includes privacy in respect to the student's education records;
- The right to know the behavior expectations at the school. **Student Discipline:**  
*Oregon State Law Pertaining to Student Conduct and Discipline*

ORS 339.250: Public school students shall comply with rules for the government of such school, pursue the prescribed course of study, use the prescribed textbook and submit to teacher's authority. The district school board may authorize the discipline, suspension, or expulsion of any refractory pupil. Willful disobedience, open defiance of a teacher's authority, or the use of profane or obscene language is sufficient cause for discipline, suspension, or expulsion from school.

ORS 339.260: No pupil shall willfully damage or injure any school property or threaten or willfully injure any fellow pupil or faculty member. Any pupil so doing may be disciplined, suspended, or expelled.

In general, Oregon law authorizes the school to make rules and to discipline, suspend, or expel students who violate those rules. A student's due process rights will be observed in all such instances, including the right to appeal the disciplinary decision of the staff and the administration. All discipline decisions will be based upon careful investigation of the facts and the consistent applications of rules and regulations of the students. It is the responsibility of each student to comply with the rules and regulations of our school. School rules are in effect while students are in school and at all extra-curricular activities for Coquille School District regardless of the time or day of the week.

### **Negotiating Differences**

If difficulties between a parent and school staff arise, we ask that you consult our Problem Solving Plan. The Principal is always happy to support you in your concerns, and we are deeply committed to solving problems collaboratively.

**Problem Solving Plan**  
**A problem is a challenge to be addressed**

**Notice an area for concern.**

- You notice something that doesn't seem quite right to you, you don't quite understand the reason for, or doesn't work for you.

**Consider who is involved in the area of concern that you will first address the issue with.**

- Who is responsible for planning for the area or situation?, Who is causing you to be concerned? etc.

**Decide when and where would be a good time and place to address the issue.**

- Consider a time and place where the person you choose to talk with is not involved with children, surrounded by parents and other staff members, involved in an activity requiring their full attention, etc.

**Let the person know that you would like to talk with them. Suggest your idea for time and place. Decide if meet time will work for both parties.**

- Ex. "I'd like to speak with you about snack. Can we talk about it after rest today?"

**When you meet – Use "I" statements to present your view, or concerns.**

- I am having a problem with snack in the morning. I feel that we really need to have a teacher sitting with the children during snack so I can take care of refilling pitchers, etc.

**Draw in anyone else needed to thoroughly address the issue.**

- Lead Teacher, Assistant Teachers....

**Develop a "next step" plan together.**

- Let's try this ..... tomorrow.....

**Implement your plan, including passing on any information needed to other staff people.**

**If the plan affects the center or the program operations within the center, please include the director in the process.**

**Evaluate your plan after implementation.**

- How did it work? Did the plan address the issue? Is the concern taken care of? Is the new system working well?

**Discipline Procedures and Consequences for Severely Inappropriate Behaviors:**

Following any serious offenses or repeated rule violations, the student will be sent to the principal. The following **due process** procedures will occur:

- Prior notice of the rules
- Data gathering (i.e. who did what, where, when, how, why?)
- Discussion about appropriate behavior
- Specification of charges and explanation of evidence against the student.
- Opportunity for the student to present his/her view of the alleged misconduct.

Consequences will vary based on the severity of the offense and the number of occurrences. Consequences to any student found guilty of committing a serious offense may result in immediate suspension from class or school with the possibility of being referred to the superintendent for expulsion. These include, but are not limited to:

- False fire alarms
- Physical altercations or provoking a fight
- Threats of violence towards staff and/or students
- Defiance, willful disobedience, disrespect, or profanity to a staff member
- Harassment, bullying, menacing, or intimidating another person
- Vandalism and/or theft of school property or the personal property of others
- Repeatedly stopping a class from functioning and/or a pattern of misbehavior.
- Leaving the school grounds without permission
- Being in a known unauthorized area
- Possession of and/or use of squirt guns, water balloons, lighters/matches or other items of this type
- Intentionally refusing to follow reasonable adult directions that cause risk to the safety of self or others
- Other items or materials prohibited by law, district policies, regulations, or school rules.

The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion. If suspension is being considered a parent meeting will be held prior to the decision. Every reasonable and prompt effort will be made to notify the parents of a suspended student.

The Child Development Center, Before and After Care School Program, and the Pre-Kindergarten programs are provided by the school district as a service to the community and are not compulsory. The district and its representatives (Superintendent/Principals) have the right to remove a child from one of these programs.

#### **Out-of-School Suspension:**

Out-of-school suspension denies the student the privilege of attending school, attending any school district activities, or being on school premises. Ordinarily, a suspension generally will not exceed three to five school days, but special circumstances may extend the suspension for a period of time, not to exceed ten (10) days.

#### **Drug, Alcohol, Tobacco Policy:**

We believe all students have a right to attend school in a safe and healthy environment conducive to learning. Drugs, alcohol, vaping, or tobacco possession or use is prohibited for students **and adults** on campus at all times. They interfere with both effective learning

and the healthy development of children. The school, therefore, has a fundamental, legal and ethical obligation to prevent its use and to maintain a drug-free environment.

**Harassment, Bullying, Hazing, and Intimidation of Students:**

Harassment in the eyes of the school district and the law refers to acts of bullying, hazing, intimidation, and/or sexual harassment. Harassment of students by a member of the staff, by a student to another student, or by a student to district staff members, school volunteers, parents, school visitors, service contractors or others engaged in district business is strictly prohibited. Instances of harassment may be referred to law enforcement as well. Harassment includes, but is not limited to, harassment on the basis of race, color, religion, gender, gender identification, national origin, lifestyle choice, disability, marital status or age.

Harassment is conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, or disturb students/staff. Harassment can be verbal, physical or written. Repeated remarks of a demeaning nature (put-downs), and demeaning jokes, stories, or activities directed at the student is harassment. Bullying, menacing, or intimidating is also considered harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

**Formal Complaint Procedure:**

Any student who has knowledge of or feels he/she is a victim of harassment or sexual harassment should immediately report his/her concerns to the building administrator or a teacher, or other school staff member. The same applies to anyone who has either witnessed an incident of harassment or knows of an individual who is the victim of harassment, yet is too afraid to tell an adult. This administration encourages everyone to have the courage and strength to make a report to school personnel or another trusted adult who will inform the school administration.

Harassment of any kind is in violation of district policy and regulations and may also be a violation of criminal or other laws. Retaliation against a student because the student has filed a harassment complaint or assisted in a harassment investigation is also prohibited. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure, which may result in discipline, up to and including suspension and expulsion. The district will promptly and reasonably investigate allegations of harassment or sexual harassment. A referral to law enforcement may also result.

**District Policies:**

Coquille School District policies can be obtained from the district office or found on the district website at: [www.coquille.k12.or.us](http://www.coquille.k12.or.us)

The staff at Lincoln School of Early Learning thanks you for allowing us to spend time with your children. We take the responsibility seriously and pledge to do our best to improve the academic and social skills of our students, as well as to provide them with positive memories.

## **STAFF DIRECTORY**

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