



LINCOLN
ELEMENTARY SCHOOL

Student & Family
Handbook
2020-21

Lincoln School Mission Statement

- Lincoln School is committed to the achievement of individual academic excellence through the highest quality of teaching, technology and a wide variety of enrichment programs.
- Lincoln School, deeply rooted in family values, encourages and provides strong parental and community involvement in a safe and caring environment.
- Lincoln School emphasizes individuality which results in well-rounded and prepared citizens ready to meet future academic challenges.

Dear Parents:

Welcome to the Lincoln School Family. 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 hope you experience the close bonds and relationships that Lincoln "everybody's hometown school" can provide for your family.

We take pride in our efforts to communicate with you regularly and to work with you as a team in this extremely important responsibility of educating 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.

Lincoln School
201 Park Avenue
Prescott, Arizona 86303

Mrs. Karen Hughes, Principal
E-mail: karen.hughes@prescottschools.com

Mrs. Beth Mull, Administrative Assistant
E-mail: beth.mull@prescottschools.com
Mrs. Alison Bell, Administrative Assistant
E-mail: alison.bell@prescottschools.com

Office Phone: 928-717-3249
Fax: 928-717-3248

Web Site: www.prescottschools.com/lincoln
School Colors: Turquoise & Black
School Mascot: Lions



Telephone Contacts

If you have questions or problems, please feel free to contact the school office at any time. We encourage open lines of communication directly with all stakeholders in this community: teachers, parents, community members, administrators, staff and students.

Helpful phone numbers: Lincoln School 717-3249/
Transportation Office 717-3229/ District Office 445-5400

SCHOOL CALENDAR 2020-2021

August 6	First Day of School
September 7	Holiday – Labor Day
September 25	Parent/Teacher Conferences
September 28	No Students – Staff Professional Development Day
October 2	Parent/Teacher Conferences
October 9	End of 1st Quarter
October 12-16	Fall Break (12-month employees work)
October 19	2nd Quarter Begins
October 30	Half-Day for Students— Staff Professional Development Day
November 11	Holiday –Veterans Day
November 25-27	Thanksgiving Break
December 18	End of 1st Semester - Half-Day for Students
Dec. 21 – Jan 1	Winter Break (12-month employees work December 21, 22, 28, 29)
January 4	2nd Semester Begins
January 18	Holiday – Martin Luther King Day
February 15	Holiday – Presidents’ Day
February 16	No Students – Staff Professional Development Day
March 12	End of 3rd Quarter
March 15-19	Spring Break
March 22	4th Quarter Begins
April 2	Spring Holiday
April 26	No Students – Staff Professional Development Day
May 27	Last Day of School for Students – Half-Day for Students
May 27	Teacher Check-Out
May 28	High School Graduation

Daily Schedule 2020-2021

8:02 a.m.	Line-up bell
8:05 a.m.	School Begins — all students in classrooms
9:15-9:30	Kindergarten Recess
9:30-9:45	1st Grade Recess
9:45-10:00	2nd Grade Recess
10:00-10:15	3rd Grade Recess
10:15-10:30	4th Grade Recess
10:40-11:20	Recess/Lunch for Kindergarten
11:00-11:40	Recess/Lunch for 1st
11:20-12:00	Recess/Lunch for 2nd
11:40-12:20	Recess/Lunch for 3rd
12:00-12:40	Recess/Lunch for 4th
2:20	School Dismissal*

*Students have recess first (for 15 min.) and then eat lunch.

***During HYBRID Learning dismissal is 2:20 Monday-Thursday**

***During Full IN-PERSON Learning - dismissed is 1:20 pm every Wednesday**

Lincoln School Faculty and Staff 2019-20

Mrs. Karen Hughes, *Principal*

Name	Position	Email Address
Samantha Hammerstad	Teacher, Kindergarten	samantha.hammerstad@prescottschools.com
Zelphia Riner	Teacher, Kindergarten	zelphia.riner@prescottschools.com
Sarah Broderick	Teacher, 1st Grade	sarah.broderick@prescottschools.com
Amy Engisch	Teacher, 1st Grade	amy.engisch@prescottschools.com
Becki Brown	Teacher, 2nd Grade	becki.brown@prescottschools.com
Kim Dillon	Teacher, 2nd Grade	kim.dillon@prescottschools.com
Jamie Bjune	Teacher, 3rd Grade	jamie.bjune@prescottschools.com
Emily Thomas	Teacher, 3 rd Grade	emily.thomas@prescottschools.com
Sebastian Puls	Teacher, 4th Grade	sebastian.puls@prescottschools.com
Kaylee Wellman	Teacher, 4th Grade	kaylee.wellman@prescottschools.com
Susan Cormier	Bridges	susan.cormier@prescottschools.com
Christine Dean	Teacher, Art	christine.dean@prescottschools.com
Sandy Lutz	Teacher, Music	sandy.lutz@prescottschools.com
Barney Logan	Teacher, PE	barney.logan@prescottschools.com
Sandy Tuite	Teacher, Corrective Reading	sandy.tuite@prescottschools.com
Karen Sampson	Teacher, Gifted & Talented Education	karen.sampson@prescottschools.com
Val Baird	Teacher, Special Education	valerie.baird@prescottschools.com
Melanie Root	Teacher, Title 1 Math	melanie.root@prescottschools.com
Sarah Eastman	Teacher, Title 1 Reading	sarah.eastman@prescottschools.com
Georgia Benyk	School Psychologist	georgia.benyk@prescottschools.com
Ann Chavez	Counselor	ann.chavez@prescottschools.com
Andrea Gilman	Counselor	andrea.gilman@prescottschools.com
Sommer Dunn	Librarian	sommer.dunn@prescottschools.com
Lisa Hosking	Instructional Coach	lisa.hosking@prescottschools.com
Edlina Jolly	Instructional Assistant	edlina.jolly@prescottschools.com
Skylynn Penrod	Instructional Assistant	skylynn.penrod@prescottschools.com
Cheryl Brown	Instructional Assistant	cheryl.brown@prescottschools.com
Dondra Brush	Instructional Assistant	dondra.brush@prescottschools.com
Vince Dalke	Instructional Assistant	vince.dalke@prescottschools.com
Mikayla Dyer	Instructional Assistant	mikayla.dyer@prescottschools.com
Sandi Penrod	Character Coach	sandi-medly.penrod@prescottschools.com
Elena Hanneman	Reading Instructional Asst.	elena.hanneman@prescottschools.com
Caren Christensen	Reading Instructional Asst.	caren.christensen@prescottschools.com
Kathy Miller	Occupational Therapy	kathy.miller2prescottschools.com
Joy Glick	Speech Therapist	joy.glick@prescottschools.com
Alison Bell	Administrative Assistant	alison.bell@prescottschools.com
Beth Mull	Administrative Assistant	beth.mull@prescottschools.com
Alisha Armer	Attendance Clerk	alisha.armer@prescottschools.com
Monica Pardo	Health Aide	monica.pardo@prescottschools.com
Robyn Miller	Cafeteria Manager	robyn.miller@prescottschools.com
Joseph Navarez	Head Custodian	
Alisha Armer	21 st Century After School Club Dir.	larnell.sawyer@prescottschools.com
Megan Dean	Extended Resource	megan.dean@prescottschools.com
Katie Harrell	Playground Assistant	katie.harrell@prescottschools.com
Kelly Clark	Pre-K Teacher	kelly.clark@prescottschools.com
Marietta Zukowski	Pre-K Assistant	marietta.zukowski.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 permission. Please contact the principal, your child's teacher, or any specialist if ever you have

questions, suggestions or concerns.

Health & medication

Lincoln School has a school health aide on campus during school hours to assist your child if injuries or illnesses occur at school. Each student will have vision and hearing screenings and is expected to have up-to-date immunizations.

If your child should become ill or seriously injured at school, the health aide will attempt to contact you to pick up your child. It is very important that you keep the school furnished with current emergency information, including two phone numbers where parent or responsible adult can be reached. During the school year, if you move or change phone numbers, please notify the school office.

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

Health Aides do not perform Registered Nurse functions, and are not supervised by an R.N. The aides are trained in CPR, vision and hearing testing, and immunization audit.

Principals are responsible for administering prescription medication, and may delegate this responsibility to health aides. District procedure regarding parent permission for prescription medications will be followed.

Over-the-counter medicines such as aspirin cannot be administered by anyone but an R.N. In a situation where this is the need, a health aide can call a parent. The parent can decide if the child should go home, or if the parent would like to come to the school to administer the over-the-counter medication.

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 health aide's knowledge. All medications must be brought in the original containers with instructions for use. Written parent permission must accompany the medicine.

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 unless they are in an early-bird program. Supervision begins in the multi-purpose room and at the crosswalk at 7:45a.m.

Regular Attendance

Regular **attendance** at school is critical to student success and is mandated by Arizona Revised Statutes. After a student is absent a total of 10 days, a parent conference will be called. Depending upon the cause of absences and situation of the child, retention or other measures may be considered. If there becomes a pattern of unjustified absences, the city attorney and/or county attorney will be contacted.

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 but the gate by the crosswalk on Park Avenue are kept locked during the school day. Gates will be opened in time for regular dismissal. If parents/visitors come to our campus during school hours, please plan to use the small walk-through gate closest to the flagpole. Your patience 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 Phones

Cell phones are not allowed at school. If you must contact your child, please call the school office. When an electronic device is confiscated, parents must pick it up at the office. The item will not be returned to the child.

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.

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.

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

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire and appearance are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. It is recognized that students have a right to express themselves through dress and personal appearance: however, students shall not do so in a manner that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school. As to the aforementioned, the school staff reserves the right to make judgments on any article of clothing, mode of dress, or personal

appearance.

Elementary school regulations prohibit student dress or grooming practices that:

- Present a hazard to the health or safety of the student or to others in the school, including:
 - ◊ Dangling or large hoop earrings.
 - ◊ Facial piercings.
 - ◊ Jewelry or accessories that may be used as a weapon.
 - ◊ High heels (higher than ½-inch) or shoes without back support.
- Materially interfere with school work, create disorder or disrupt the educational program. This could include:
 - ◊ Skirts or shorts that are shorter than mid-thigh in length.
 - ◊ Blouses or shirts that do not reach the waistband when arms are raised. (Midriff/torso must be covered at all times.)
 - ◊ Clothing that is offensive or inappropriately revealing such as transparent clothing, spaghetti straps, low cut blouses/shirts and pajamas.
 - ◊ Exposed underwear such as bras and boxer shorts.
 - ◊ Pants that are not worn or secured at the waistline.
 - ◊ Pants that have excessive rips or holes.
 - ◊ Headgear worn in the building such as caps, hoods, beanies, etc.
 - ◊ Hair that is not natural in color. (This would include hair colored in primary or secondary colors.)
 - ◊ Hairstyles that restrict or inhibit the view of self or others such as excessively teased/spiked or extreme Mohawk hairstyles.
 - ◊ Visible body piercing (with the exception of earrings).
 - ◊ Visible temporary or permanent tattoos.
 - ◊ Make-up including lipstick, eye shadow/liner, mascara, etc.
 - ◊ Cause excessive wear or damage to school property, such as shoes with heelys (rollers), cleats or studs.
- Prevent students from achieving their

educational objectives.

- Clothing or accessories that are gang-style or represent membership in a gang.
- Clothing or accessories that have statements, pictures or symbols that represent prejudice, obscenity, vulgarity, sex, drugs, alcohol or tobacco.

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 the beginning or end of each month and begin at 8:45 a.m. or 2:00 pm. 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.

Toys from Home

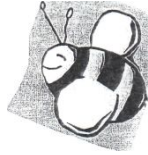
Students are asked not to bring balls or toys to school unless approved by their teacher for a special activity or situation. (Tennis balls or other small balls can particularly be a safety hazard and a nuisance with drain pipes, etc.) We provide the necessary balls and playground equipment for play. 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.



Page 12

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.

Lion ROARS: Students caught by a staff member or student doing something good and/or demonstrating good character behavior at school can be awarded with a Lincoln Lion

ROAR. Students will be recognized and then ROARS are posted on a Character Bulletin Board in the North Building.

Monthly Students of Character: Based on the Character Counts Pillar 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

Quarterly 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

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 playground area. ● 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
2. Conference with Student
3. Privilege Loss (loss of recess time or other school activity/Walking Timeout Zone)

1st Think Sheet: Extended in or out-of-classroom time-out period. "Lincoln Lion Think Sheet" is completed by student and/ or teacher. This sheet is sent home for parents to sign and return to school. Loss of recess time will occur for non-returned sheets. Parents will be contacted. (Teacher calls home.)

2nd Think Sheet: Extended in or out-of-classroom time-out period. "Lincoln Lion Think Sheet" is completed by student and/or teacher. Parents are called by classroom teacher. Loss of recess time will occur for non-returned sheets. (Teacher, Character Coach, Principal calls home.)

3rd Think Sheet: Loss of two to three recesses and/or extended out-of-classroom time-out period. "Lincoln Lion Think Sheet" is completed by student and/or teacher. The student is referred to the Character Coach, parents called by classroom teacher, and loss of quarterly reward activity for the student. Loss of recess will occur for non-returned sheets. . (Teacher, Character Coach, Principal calls home.)

4th Incident: A major referral is written, three to five days of recess and/or school privilege detention, parents are contacted. Parent, principal, teacher, student support assistant, counselor and child meet to develop a behavior plan. (Teacher, Character Coach, Principal calls home.)

5th Incident: A major referral is written, one-half-day of in-school suspension (ISS). 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 (irreversible destruction of school property)
- Bullying
- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Violation of district technology guidelines
- Arson
- Fighting
- Close fist hitting or contact
- Use, possession of alcohol, tobacco, prescription or non-prescription drugs
- Theft, forgery
- Property damage
- Use, possession of weapons

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

1st Referral: Two to three days of recess and/or school privilege detention. Parent conference and student misses next school assembly and/or special activity.

2nd Referral: 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.

3rd Referral: One-half-day to one full day in-school suspension (ISS). Student misses next special activity. Parent, principal, teacher, student support assistant, counselor and child meet to develop a behavior plan.

4th Referral: Two 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.

5th Referral: Two or more days 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.

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 OFFICERS

President	Bill Bazzell	520-904-4076
President-elect	Amanda Bazzell	602-380-3549
Vice-president	Marie Carbajal	860-367-5974
Secretary	Larnell Sawyer	719-221-3319
Treasurer	Anthony Carbajal	928-925-1545

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.

Peter Piper Family Night: 15% of all proceeds from the designated night 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 Bruso became the next Lincoln School principal. Mrs. Karen Hughes took over in 2015.

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.

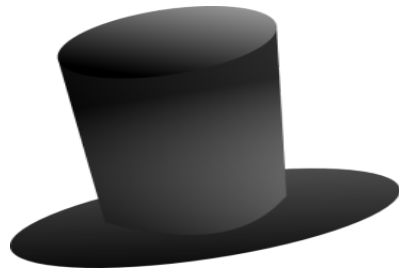
In the spring of 1999, Lincoln School held its 90th-year celebration. Many guests, former staff members, and alumni were honored at a special assembly and enjoyed a Flag Ceremony, May Pole Dance (a past Lincoln tradition), and visits to classrooms throughout the day to share their memories with the students. 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



2020-21 School-Wide Title I Parent Handbook

LINCOLN SCHOOL PARENT/STUDENT/TEACHER COMPACT 2020-2021

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 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.

- STAR Reader
- Galileo & DIBELS Benchmark Assessments
- 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 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 instruction
- Phonics, Phonemic Awareness and Spelling instruction, as deemed necessary.
- Barton Reading
- Souday System
- 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 Data Interpretation Night

Parents will receive information to facilitate understanding of District Benchmark Assessments.

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

PARENTS RIGHT TO KNOW

We are pleased to notify you that in accordance with the *Title I Section 1111 (h) (6)*, 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 other provisional status through which state qualification or licensing criteria have been waived.
- 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.

Should you have any questions, feel free to contact Mr. Hughes , principal, and he will be happy to assist you.

LOS PADRES DE FAMILIA TIENEN DERECHO A SABER

Nos complace informalesque, en conformidad con *la Title I Section 1111 (h) (6)*, los padres tienen el derecho de solicitar información sobre las credenciales profesionales de los maestros de sus hijos. Por lo tanto, puede solicitar lo siguiente:

- Si los maestros han cumplido con los requisitos estatales y licenciaturas para los grados y materias en las que imparten instrucción.
- Si los maestros están enseñando bajo condición de emergencia o otro estado provisional por los cuales los requisitos estatales o licencias han sido extendidos temporalmente.
- Conocer los grados de bachillerato del maestro y cualquier certificación o título obtenido por el profesor, y las áreas de disciplina de la certificación o títulos.
- Si sus hijos reciben servicios académicos de instrucción, por ayudantes de maestros, tienen derecho de conocer que certificados y calificaciones tienen dichos ayudantes.

Si tiene preguntas, sientase con libertad de contactar _____ (Director de _____) llamado al (928)_____ el cual estará encantado de ayudarle.

Addendum to Student Handbook

District Information

2020-21 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.

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:

Kelly Mattox, Prescott Unified School District
146 South Granite Street, Prescott, AZ 86303
(928) 445-5400

kelly.mattox@prescottschools.com

Silvia Chavez, State Coordinator for Homeless & Refuge 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 not 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.