“The best thing about the future is that it comes one day at a time.
- Abraham Lincoln

“Education is the key to unlock the golden door of freedom.
- George Washington Carver

“I am still learning.”
- Michelangelo
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Appointments

Being present in school is vital to your student’s success. However, we understand that appointments may sometimes need to occur during the school day. If your student has an appointment during the school day, please follow these guidelines:

1. Send the student to school before or after the appointment whenever possible. Students arriving after 10:30 a.m. will be counted absent for the morning. If a student comes to school and then leaves for an appointment, he/she will be counted as absent if they are gone for more than 90 minutes. Students will not be counted as absent if documentation is turned into the main office.

2. Send a note to the teacher in advance when possible. This eliminates classroom interruptions and allows the teacher time to plan ahead for that student.

3. Parents must come into the building to pick up their child. When the parent arrives in the office, we will call the child down from their classroom so that students miss as little time in the classroom as possible. Students will not be pulled out of class prior to the arrival of a parent.
Attendance

Regular attendance at school is extremely important for a student to do well in school. A child who misses school regularly misses discussions, projects, group work and other instruction that cannot be easily made up, which can slow a student’s progress. Research shows that a child who develops poor attendance habits as a child by missing school in the younger years will also be absent from work more often as an adult. Other research shows that students with poor attendance in elementary school are much more likely to drop-out in high school. To enable us to be fully effective with your child, the staff at Lincoln Elementary School expects that all students will be at school, every day, from 8:50am to 3:30pm.

Attendance will be analyzed regularly. The following protocol will be used:

- The office will call student households each day that a student is absent.
  - Lincoln Elementary School follows the Natrona County School District Attendance Policy. Please call the school office before 8:50 a.m. when your child will be absent or tardy. Unverified absences are checked by the office through calling numbers listed in the Parent Portal to be sure children are safely at home or with a parent or caretaker.

- When attendance rate is below 90% = An attendance letter will be mailed to all households for the student.

- When there are 5 unexcused absences in a semester = Another attendance letter will be mailed to all households for the student. The principal or designee will contact parents/guardians to discuss effects of absences and possible intervention. Parents will have one (1) calendar week to arrange for the intervention meeting upon receipt of a notification from the school.
  - (The intervention team may include the principal or his designee, counseling support staff, teacher, parent/guardian and the student.)

- When there are 8 absences in a semester = A third attendance letter will be mailed to all households for the student. If conditions of the intervention are not met, The NCSD Attendance officer is notified. District Attorney’s office may be notified of the student’s habitual truancy as required by Wyoming Statute.

*(Pursuant to Wyoming Statute the attendance officer may file a complaint against the parent or guardian with the proper legal authorities due to the willful neglect of the parent or guardian.)*

An EXCUSED ABSENCE is an absence with the knowledge and approval of the parent AND for reasons acceptable to the principal or his designee. Parents are only allowed 5- excused absences per semester without documentation from a medical official.
An **UNEXCUSED ABSENCE** is defined as any absence for reasons not acceptable to the principal or his designee, even if it occurs with the knowledge and/or approval of the parent. Examples of unexcused absences are: a child staying home to baby-sit, a child staying home when a sibling is sick, etc.

Please note that any student that is **TARDY** more than 45 minutes to school (after 9:35am) will be counted as absent for the morning and any student that leaves more than 45 minutes before the end of the school day (before 2:45pm) will be counted as absent for the afternoon.

For those relatively few students with excessive absenteeism, two consequences might occur at the discretion of the principal:

1. A child may be retained in the same grade for the next school year if satisfactory progress or skill retention is not achieved.
2. After repeated notification by the school if unexcused absences continue, the school district attendance officer will be notified under Wyoming Compulsory Attendance Law. In these situations, assistance from the Youth Diversion Office and/or the Department of Family Services will be requested.

The school district’s attendance policy and administrative regulations can be found in the appendix section of this manual (Appendix A).
Behavior

NCSD #1 and Lincoln Elementary School have ZERO tolerance for violence, harassment and bullying!

We expect our students to:
· treat others with respect and courtesy;
· follow directions the first time they are told;
· learn and follow school and classroom rules;
· ask permission when appropriate;
· sit quietly and listen when directions are being given;
· play only in designated areas; and
· respect the property of others, including school property.

DISCIPLINE POLICY and BUILDING RULES

Lincoln Elementary School believes that a major objective is to aid children in developing self-discipline and in taking pride in their own conduct, both in and out of the classroom. **We believe discipline IS NOT punishment.** The purpose of punishment is to inflict pain or penalty; the purpose of discipline is to train for correction and maturity. Our discipline policy is designed to help teach our students the importance of taking responsibility for their own actions and learning the proper way of relating to other people, including how to handle themselves in various situations. In conjunction with our Behavior Goal Team and Refocus Room, Lincoln will continue to use a multi-tiered framework (MTSS) for dealing with behaviors in conjunction with a positive behavior (PBIS) approach, incorporating integrity principles displayed by Abraham Lincoln, Boys’ Town “Life Skills”, targeted behavior matrices for our proactive approach to discipline, teaching students appropriate ways to interact with others, and taking ownership of their behaviors. Social justice themes and positive virtues are also woven throughout our core reading program, EL Education/Open Up Resources.

In order to provide the most optimum learning environment for all students we have established expectations and rules for all our students. These rules and expectations also comply with Natrona County School District policies. Please make sure to review the Student Conduct sections in the NCSD Student and complete the acknowledgment in the parent portal. These rules and expectations are in place to provide a safe and orderly environment for everyone.
## Life Skills
*The following skills are taught using PATHS, our Social-Emotional Curriculum*

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<th>Integrity Principles</th>
<th>Behavior Matrices</th>
</tr>
</thead>
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<td>Determination</td>
<td>Restroom</td>
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<tr>
<td>Accepting Criticism or a consequence</td>
<td>Honesty</td>
<td>Playground</td>
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<tr>
<td>Accepting “No” for an answer</td>
<td>Courage</td>
<td>Common/Lunchroom</td>
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<tr>
<td>Greeting others</td>
<td>Ethics</td>
<td>Restroom</td>
</tr>
<tr>
<td>Getting the teacher’s attention</td>
<td>Work</td>
<td>Hallways</td>
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<tr>
<td>Making a request</td>
<td>Self-Discipline</td>
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</tr>
<tr>
<td>Disagreeing appropriately</td>
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<td>Bus/ Bus Stop</td>
</tr>
<tr>
<td>Giving criticism</td>
<td>Responsibility</td>
<td>Other Common Areas</td>
</tr>
<tr>
<td>Resisting peer pressure</td>
<td>Friendship</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Making an apology</td>
<td>Responsibility</td>
<td>Field Trips</td>
</tr>
<tr>
<td>Talking with others</td>
<td>Citizenship</td>
<td>Before School/ After School</td>
</tr>
<tr>
<td>Giving compliments</td>
<td>Communication</td>
<td>Lining Up</td>
</tr>
<tr>
<td>Volunteering</td>
<td>Assertiveness</td>
<td>Technology Use</td>
</tr>
<tr>
<td>Reporting other youths’ behavior</td>
<td>Compromise</td>
<td></td>
</tr>
<tr>
<td>Introducing yourself</td>
<td>Patriotism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patience</td>
<td></td>
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<tr>
<td></td>
<td>Timing</td>
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<td></td>
<td>Self-Reliance</td>
<td></td>
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<tr>
<td></td>
<td>Resourcefulness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
</tbody>
</table>

## Integrity Principles
*The following skills are taught using PATHS, our Social-Emotional Curriculum*

## Behavior Matrices
*The following skills are taught in every classroom using our school-wide behavior matrices.*

## School-wide Discipline Plan for Classrooms

**Rules:**

1. Follow directions quickly.
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Make smart choices.
5. Come to school prepared.

**Consequences:**
When moving down the ladder –
1. Verbal warning
2. Loss of 5 minutes of recess and a teaching interaction.
3. Loss of a recess, teaching interaction, completion of essay, and call to parent.
4. Sent to Refocus Room to include re-teaching, corrective intervention, and phone call
5. Sent to Principal’s office for administrative intervention, consequence, and parent contact. Consequences may include child being sent home for remainder of day and/or suspended.
* These consequences occur within one day. **All students get a fresh start each day.**

All parents will be given copies of the rules in their child’s classroom.

**In-Building Rules**
Every student will be expected to adhere to the following rules:
- Walk quietly.
- Keep hands and feet to yourself.
- Use the person’s appropriate name, along with “please” and “thank you”, and use a pleasant voice when speaking.
- Take pride in the school building and help to keep it clean and in good repair.
- Candy and treats may be eaten in the lunchroom or classroom with the supervisor’s permission.
- All students will carry the appropriate pass when moving around the building.
- Students should not bring toys to school.
- Students are discouraged to bring electrical devices to school, to include cell phones. If cell phones are brought to school, they should be powered down and either left in backpacks, given to teacher, or held in the office. **Lincoln Elementary School is not responsible for any lost or stolen items.**

**Outside Rules**
The following rules cannot possibly cover all situations, but will develop more consistent supervision. These rules have been established for the protection of all students. We have at least one playground supervisor on duty at all times when the children are outside.

<table>
<thead>
<tr>
<th><strong>Playground Rules</strong></th>
<th><strong>Equipment Rules:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use playground equipment safely. (See equipment rules below)</td>
<td><strong>Swings</strong></td>
</tr>
<tr>
<td></td>
<td>Chains need to stay straight.</td>
</tr>
<tr>
<td>Play in designated areas only</td>
<td>Bottoms on swings</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Snow, rocks, and dirt need to stay on the ground.</td>
<td>Stay in swing until it stops.</td>
</tr>
<tr>
<td>Keep hands, feet, mouth, and negative words to yourself.</td>
<td>Stay 10 feet away if not in swing.</td>
</tr>
<tr>
<td>Treat others like you want to be treated.</td>
<td>Slides</td>
</tr>
<tr>
<td>Return found items to the office.</td>
<td>Climb forward up the steps one-at-a-time.</td>
</tr>
<tr>
<td>No food or drinks on the playground</td>
<td>Slide straight down (one-at-a-time), feet first, on your bottom.</td>
</tr>
<tr>
<td></td>
<td>Land on your feet.</td>
</tr>
<tr>
<td></td>
<td>Monkey Bars and other climbing apparatus</td>
</tr>
<tr>
<td></td>
<td>Stay below bars.</td>
</tr>
<tr>
<td></td>
<td>Climb up . . . climb down.</td>
</tr>
<tr>
<td></td>
<td>Don’t jump off the equipment.</td>
</tr>
</tbody>
</table>

**Consequences for Playground Violations:**
*1st Offense – Review of expected behavior
*2nd Offense – Verbal warning and review of expected behavior
*3rd Offense - Timeout on the wall for remainder of recess and review of expected behavior
*4th Offense – On the wall for remainder of recesses that day and/or following day and review of expected behavior.

*Continued playground violations will result in the following actions:
  - Playground Citation
  - Refocus Room Referral
  - Office Referral

Possession of any weapon, as per District Handbook, is strictly prohibited. The parents of the child will be notified at this time; Casper Police Department may also be contacted. Pocket knives are occasionally brought to school by mistake. The details of each situation will determine the action taken.

**Lunchroom Rules**

Good manners, courtesy and proper behavior not only make the cafeteria a more pleasant and appetizing place to eat, they also make it a safer place.
Lunchroom Rules:
*Students will use “12 inch voices”.
*Stay seated at your grade-level table until the supervisor dismisses your class.
*Keep your food to yourself, and your hands away from others’ food.
*Use restaurant manners.

Consequences for Lunchroom Violations:
*1st Offense – Review of expected behavior
*2nd Offense – Verbal warning and review of expected behavior
3rd Offense - Timeout on the steps of the stage for remainder of lunch and review of expected behavior.
*4th Offense – “Private Dining” that day and/or following day and review of expected behavior.
*Continued playground violations will result in the following actions:
  - Additional Private Dining and/or preferred seating
  - Refocus Room Referral
  - Office Referral

The principal reserves the right to use professional discretion and liberty when assigning consequences for all misbehaviors.
Breakfast/Lunch

Our breakfast/lunch program in the Natrona County School District #1 and at Lincoln Elementary School provides an opportunity for students to eat breakfast and lunch at school. Students may eat school breakfast and lunch or choose to bring a sack lunch from home. Milk accompanies both school breakfast and lunch. Milk is available for those who bring sack lunches at a cost of 35 cents. Free or reduced meals are available to those who qualify. Please ask our lunch clerk for forms to qualify for free or reduced meals. Meal costs for the 2019-2020 school year are as follows:

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced price – $0.30</td>
<td>Reduced price - $0.40</td>
</tr>
<tr>
<td>Regular price - $1.60</td>
<td>Regular price - $2.65</td>
</tr>
<tr>
<td>Adult breakfast price - $2.35</td>
<td>Adult lunch price - $3.90</td>
</tr>
</tbody>
</table>

*Prices are subject to change

Students living near the school who wish to go home for lunch may do so with written permission from a parent/guardian but are expected back at school prior to the tardy bell. Parents, please inform your child’s teacher if your child will regularly go home for lunch so they may be dismissed promptly to give them the full time necessary for travel and time to eat.
Bus

The transportation rules established by the Natrona County School District #1 will be strictly enforced. **IT IS A PRIVILEGE, NOT A RIGHT, TO RIDE THE BUS.** Depending on the severity of the behavior, a student may receive a written notice rather than a citation. A student’s third bus citation results in the loss of bus-riding privileges for 10 days. A fourth bus citation will result in the loss of bus-riding privileges for the remainder of the school year and/or school consequences.

Lincoln students will be required to get on their scheduled bus each day unless the office is notified otherwise by the parent or the bus garage. Please send a note if your child is going home with another student or not riding the bus on a particular day. Please plan ahead. Messages will not be delivered to classrooms regarding changes in after school plans after 3:00 pm.

Parents must register their child to ride the bus through the Infinite Campus Parent Portal.
Campus Grounds

For the protection of the child, the school campus is closed at all times during the school day. Students are not allowed to leave school during their lunchtime without a parent.

Playground supervision does not begin until 8:00 a.m. Students should not be at school before 8:00 a.m. unless the child has special permission from their teacher, is participating in an extracurricular activity, or is participating in the breakfast program, and should then arrive no earlier than 8:00 a.m. The first bell rings at 8:45 a.m., at which time students will line up in their designated areas. The teachers will meet them at the doors to ensure a safe and orderly entry into the building. During inclement weather, all students will be admitted into the building upon arrival at school.

School is dismissed at 3:30 p.m. After-school supervision is only provided for bus students and those with special permission from their teacher. Students are expected to leave the building immediately unless other arrangements have been made by the parent/guardian before school is dismissed that day. Each classroom has a designated route to be used by all students when entering or leaving the school. In order to avoid confusion, older students may wait for younger siblings in the designated area outside of the building.
Dress Code

Clothing worn in school must be appropriate. Students shall not wear clothing that, in the judgment of school personnel, constitutes a health or safety hazard, is destructive to school property, or is distracting/disruptive to the educational process. If this is the case, parents will be called to bring acceptable clothing. Below are the established guidelines:

1. Clothing such as tube/halter tops, see-through garments, fishnet tops, undergarment tee shirts, scoop-necked shirts that reveal cleavage, or clothing allowing a bare midriff are not acceptable.
2. Shirts must have straps which measure at least three (3) adult fingers wide. No “spaghetti straps”.
3. Shorts, dresses and skirts must be no shorter than mid-thigh. As a “rule of thumb”, shorts should fall below the tip of the thumb when standing tall and arms to the side.
4. All pants and shorts must be worn no lower than the hips. No sagging and no undergarments showing.
5. Tights and leggings must be worn with a shirt that is long enough to cover one’s behind.
6. Hats are not to be worn in the school.
7. Slippers and pajamas are not to be worn in the school.
8. Logos, printed statements or pictures on student attire which are distracting, immoral, sexually suggestive, racist, disruptive, and obscene or which encourage defiance or disrespect of authority are unacceptable. Attire advertising drug, alcohol or tobacco products are also prohibited.
9. Parents and staff are expected to follow these dress code guidelines too.

District Board Policy 5375 - Dress Code

Dress Code Guidelines
Field Trips

Teachers may incorporate field trips into their instruction during the school year to strengthen a student’s knowledge of a particular subject by viewing a place of business, museums, state or national parks, etc. Parents may be asked by the teacher to assist in supervising the students. The best behavior is expected of all students when on a field trip. All regular classroom and school rules apply to the students on a field trip.

Parents will always be notified of upcoming field trips. Parents will be asked to sign a permission form at the beginning of the school year that gives their child permission to attend all school sponsored field trips.
Grades

Report cards will be distributed at the end of each nine-week grading period. Report cards will be given to the parents during parent-teacher conferences at the end of the first quarter grading period. All others will be sent home with each of the students in their Thursday Folders at the end of the other three grading periods. Quarterly midterm reports will also be sent home. Lincoln Elementary School uses the following grading scales as the standard throughout our building:

**Intermediate Grades (3rd- 5th)**

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% and below = F

**Primary Grades (Kindergarten- 2nd)**

E = Excellent - 97-100%
S = Satisfactory – 80-96%
N = Needs Improvement – 70-79%
U = Unsatisfactory – 69% and below
I = Improving – teacher discretion

In a push to be more aligned with shifts in assessing students and evaluating their proficiency on CCSS, you will also see scoring based on rubrics and proficiency scales, identifying specific skills that are mastered and/or on steps towards mastery. Often, 4-point scales are used:

4 = Exceeding expectations / above grade level / advanced on standard
3 = Meeting expectations / at grade level / proficient on the standard
2 = Partially meeting expectations / slightly below grade level / not yet proficient on standard
1 = Not meeting expectations / below grade level / not proficient on standard
Homework

Students may have homework Monday through Thursday. The type of assignments and the amount of time taken to complete the assignments will vary by grade level. Each student will complete a student planner or homework sheet at the end of each day. This sheet will serve the purposes of reminding students and informing parents of their assignments and any other needed tasks. There will be a space on the planner/homework sheet for parents to sign nightly upon completion of the homework. There will also be a space for comments that will allow opportunity for daily communication with the teacher whenever needed. We believe the consistency of this policy will greatly improve the completion of homework assignments meant to aid in the practice of skills, leading to mastery of concepts being taught at school.

Incentives

Students who meet the following criteria will be invited to attend a special grade-level event at the end of each quarter:

1. No more than one in-class essay
2. No unexcused absences
3. No office referrals
4. 95 – 100% of homework completed on time
5. No more than one playground or lunchroom citation

Messages

The office will give phone messages to students to call home before leaving school on an occasional, emergency basis. For safety reasons, however, we cannot give phone messages for children to go to other places than previously planned by the parent. Please establish a consistent after school routine, and clearly communicate these after school plans with your child before they leave in the morning. We know that sometimes emergencies happen, however, routines are important in ensuring students will arrive home safely. You may stop by school with a written note, or we’ll be glad to call your child to the office to visit with you in person. We are unable to deliver any student messages after 3:00 pm.
Mission

**Mission:** It is our mission to grow students and ensure high levels of achievement for all.

**Vision:** In order to fulfill the fundamental purpose of helping all our students learn at high levels, we are dedicated to creating a school in which:

- Educators take collective responsibility in growing all students at high levels through a collaborative culture.
- The staff seeks out the most promising practices that support student learning within a guaranteed and viable curriculum.
- The school has systems in place to ensure that evidence of student learning is used to
  - Remediate, extend, and enrich students based off of ongoing, common formative assessments.
  - Inform individual educators of their instructional strengths and weaknesses
- Our focus on social foundations and student well being leads to mutual respect and positive relationships.
- School-home connections are developed.
- Educators’ continuous learning is supported through collaboration and ongoing professional development.
- Success is celebrated frequently.

**Natrona County School District Mission**

“The Natrona County School District empowers every learner to grow, excel and be successful contributors to the local/global community.”

[Strategic Plan 2019-2024](#)
Philosophy

Lincoln Elementary School, as a part of Natrona County School District #1, is dedicated to making available a superior quality of education, which may be earned by each of its students. We strive to provide for individuals according to their needs and abilities. Our curriculum is balanced, based on a combination of research and best practices that we have concerning teaching and learning. Further, we attempt to provide a safe atmosphere that will create in the student a desirable attitude toward learning and to develop a respect and appreciation for work well done. We believe that mastery of standards is essential for participation in the modern world. Development of ethical and moral values has a function in the school if students are to become valuable contributing members of society. Our rules are clear and the expectations are high. The environment is warm, friendly, and structured. We believe in a solid partnership between parents, teachers, students, and administration.

The students of Lincoln Elementary School deserve the best we can give them. They, in turn, are expected to give their best. Parents also have a valuable role to play in the encouragement and support they lend to their children and to the school.
Nurse

Illnesses and Medication

A child who is feeling ill should communicate this to their teacher. The teacher will then send the child to the office. If a student has a fever or is not feeling well (second visit to the nurse or upon the recommendation of the teacher), the child's parents will be notified.

Students may not bring medications to school (this includes cough drops, inhalers, Tylenol, ibuprofen, etc.) unless a Request for Administration of Medication Form is completed, signed by your doctor and given to the school nurse. All medication must be in a pharmacy-labeled or manufacturer’s container. Parents may also come to school and give medication at any time.

Immunizations

Under the laws of the State of Wyoming, your child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. If immunizations are not updated, your child may be unenrolled after thirty calendar days.

Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contradiction to the administration of any vaccine. The minimum immunizations required for school attendance are stated in the NCSD portion of this handbook.

Parties

Classroom parties are scheduled each year. These parties are planned and supervised as a joint effort between the teacher, staff and parent volunteers. Generally, these parties are held the last 30-45 minutes of the school day. The three typical “party days” are Halloween, Christmas (the last day before Winter Break), and Valentine’s Day. If you have any concerns with your child participating in any of these parties, please notify your child’s teacher.
Programs

Lincoln Elementary School is proud to offer the following core instructional programs and supports:

- Expeditionary Learning (EL) K-5 English Language Arts program, published by Open Up Resources
- Eureka Math, published by Great Minds
- PATHS (Promoting Alternative Thinking Strategies) is our core social-emotional learning curriculum
- English as a Second Language (ESL) programming
- SIOP/Sheltered Instruction
- Full-Time Guidance Counseling
- Full-day Kindergarten
- School-wide Tiered Behavior and Discipline Plan
- Positive Behavioral Intervention and Supports (PBIS)
- Refocus Room
- Preschool
- Tutoring
- Parent education and resources
- Reading Club
- NC/DC Drumming Circle
- Lego Robotics Club
- Basketball Club
- Volleyball Club
- Community Volunteers

Records

Student records and cumulative records will not be released without the parent’s written request. Normally, records are requested and sent directly to agencies. However, parents may look at or request copies of their children’s records. Adequate time must be allowed for examination and copies. If you desire to view your child’s records, it is suggested that you call ahead and request a specific time to examine the records.
<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel, Allie</td>
<td>2nd Grade Teacher</td>
</tr>
<tr>
<td>Altaffer, Stacia</td>
<td>SpEd Teacher 1st Grade</td>
</tr>
<tr>
<td>Amador, Daryl</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Barrett, Julia</td>
<td>Certified Tutor</td>
</tr>
<tr>
<td>Blain, Courtney</td>
<td>1st Grade Teacher</td>
</tr>
<tr>
<td>Boland, Annie</td>
<td>ESP- SpEd 1st Grade</td>
</tr>
<tr>
<td>Brabetz, Jeri</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Brownell, Deanna</td>
<td>Instructional Facilitator</td>
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<tr>
<td>Buckallew, Kolleen</td>
<td>1st Grade Teacher</td>
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<td>Cannon, Megan</td>
<td>Certified Tutor</td>
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<td>Cardenas, Ashley</td>
<td>EL Teacher</td>
</tr>
<tr>
<td>Chenevert, Matthew</td>
<td>SPED Staff (PE)</td>
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<tr>
<td>Conley, Jennifer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Crouch, Melissa</td>
<td>ESP Tier 4 Behavior Supports</td>
</tr>
<tr>
<td>Davis, Devery</td>
<td>ESP Refocus Room Coordinator</td>
</tr>
<tr>
<td>Derden, Eric</td>
<td>Custodian</td>
</tr>
<tr>
<td>Dernbach, Theresa</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Dietz, Liz</td>
<td>Office Assistant</td>
</tr>
<tr>
<td>Distler, Jody</td>
<td>SPED Staff (Vision)</td>
</tr>
<tr>
<td>Dupuis, Jennifer</td>
<td>School Psychologist</td>
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<tr>
<td>Elston, Tricia</td>
<td>Speech/Language Pathologist</td>
</tr>
<tr>
<td>Fincher, Ashlee</td>
<td>ESP Preschool Assistant</td>
</tr>
<tr>
<td>Fugatt, Crystal</td>
<td>3rd Grade Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
</tr>
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<tr>
<td>Gilbert, Jeanette</td>
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<tr>
<td>Glock, Nicole</td>
<td>EL Teacher</td>
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<tr>
<td>Goebel, Kayla</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Gosser, Genalyn</td>
<td>ESP SpEd 2nd Grade</td>
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<tr>
<td>Griffin, Susie</td>
<td>ESP Preschool Assistant</td>
</tr>
<tr>
<td>Guerra, Erika</td>
<td>ESP Student Monitor</td>
</tr>
<tr>
<td>Harrington, Andrea</td>
<td>ESP SpEd 5th Grade</td>
</tr>
<tr>
<td>Hart, Janna</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Henley, Joan</td>
<td>Psychologist Assistant</td>
</tr>
<tr>
<td>Hubert, Phillip</td>
<td>Principal</td>
</tr>
<tr>
<td>Ingram, Crystal</td>
<td>Certified Tutor</td>
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<tr>
<td>Jones, Lena</td>
<td>Music Teacher</td>
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<tr>
<td>Johnson, Sara</td>
<td>Nurse</td>
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<tr>
<td>Kelly-Street, Laura</td>
<td>Head Custodian</td>
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<tr>
<td>Kent, Kim</td>
<td>Certified Tutor</td>
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<tr>
<td>Kerr, P.J.</td>
<td>Office Manager</td>
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<tr>
<td>Kersenbrock, Shannon</td>
<td>SPED staff</td>
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<tr>
<td>Kobza, Alisha</td>
<td>Certified Tutor</td>
</tr>
<tr>
<td>Kost, Mallory</td>
<td>4th Grade Teacher</td>
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<tr>
<td>Lehman, Melody</td>
<td>PE Teacher</td>
</tr>
<tr>
<td>Lingren, Diana</td>
<td>CWCC Counselor</td>
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<tr>
<td>Long, Michelle</td>
<td>Certified Tutor</td>
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<tr>
<td>Martin, Erika</td>
<td>4th Grade Teacher</td>
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<tr>
<td>Mattila, Melissa</td>
<td>Art Teacher</td>
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<tr>
<td>McCutcheon, Jana</td>
<td>2nd Grade Teacher</td>
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<tr>
<td>Miller, Michelle</td>
<td>Certified Tutor- Kindergarten</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<td>--------------------</td>
<td>--------------------------------</td>
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<tr>
<td>Mizokami, Brytni</td>
<td>Preschool Teacher</td>
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<tr>
<td>Monroe, Amber</td>
<td>SpEd Teacher- 3rd Grade</td>
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<tr>
<td>Moore, Mia</td>
<td>ESP SpEd 4th Grade</td>
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<td>Tamara Morrison</td>
<td>ESP Tutor Team</td>
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<td>Moser, Allyson</td>
<td>Custodian</td>
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<tr>
<td>Neal, Kirstin</td>
<td>3rd Grade Teacher</td>
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<td>Onstott, Kris</td>
<td>ESP (Speech)</td>
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<tr>
<td>Oster, Rodney</td>
<td>Guidance Counselor</td>
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<tr>
<td>Perea, Ramsey</td>
<td>1st Grade Teacher</td>
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<tr>
<td>Price-Booth, Randi</td>
<td>Occupational Therapist</td>
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<tr>
<td>Reed, Ken</td>
<td>ESP Tutor Team</td>
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<tr>
<td>Reese, Shanieka</td>
<td>ESP SpEd Kindergarten</td>
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<tr>
<td>Rickabaugh, Scott</td>
<td>Assistant Principal</td>
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<tr>
<td>Schebler, Michelle</td>
<td>ESP SpEd 3rd Grade</td>
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<tr>
<td>Schurman, Melissa</td>
<td>Cafeteria Records Clerk</td>
</tr>
<tr>
<td>Sheffield, Alana</td>
<td>SpEd Teacher 5th Grade</td>
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<tr>
<td>Simms, Kailey</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Snell, Katie</td>
<td>Kindergarten Teacher</td>
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<td>Snyder, Linda</td>
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<tr>
<td>Sweet, Toni</td>
<td>1st Grade Teacher</td>
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<tr>
<td>Taylor, Gretchen</td>
<td>SpEd teacher 4th Grade</td>
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<tr>
<td>Underwood, Kelsey</td>
<td>Preschool Teacher</td>
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<tr>
<td>Wagner, Kristan</td>
<td>Lunch Server</td>
</tr>
<tr>
<td>Waldock, Chris</td>
<td>2nd Grade Teacher</td>
</tr>
<tr>
<td>Washut, Chaynee</td>
<td>3rd Grade Teacher</td>
</tr>
<tr>
<td>Weis, Schlee</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>West, Dorothy</td>
<td>SpEd Teacher Kindergarten/2nd</td>
</tr>
<tr>
<td>Wood, Tarra</td>
<td>3rd Grade Teacher</td>
</tr>
<tr>
<td>Yost, Laura</td>
<td>5th Grade Teacher</td>
</tr>
</tbody>
</table>
Security

Entrances at Lincoln Elementary School are locked at all times for security reasons. The front doors, located on Jane Street, are the only doors that are to be used as an entrance from the outside for parents and students. When you come into the building you will walk through the first set of double doors, then wait to be let into the office. Once in the office, you must sign in on the iPad and get a visitor's badge to be worn during your stay in our building. With over 500 students, it is difficult to know everyone who enters our school building. That is why we ask that all visitors please report to the office first. **Our building security is not to inconvenience you; it is to protect your children.**

With school in session and many children crossing busy streets as they travel to and from school, we ask that you please discuss with your children the importance of obeying traffic laws and establish safe routes to use when walking to and from school. Parents should advise their children on traffic safety, bicycle safety, pedestrian safety, and designated arrival and departure times. We will have the same conversation here with the children at school on numerous occasions throughout the school year. Please assist us by modeling proper pedestrian safety in the use of crosswalks and sidewalks.

We realize that many of you to also deliver and pick-up children. For those of you who do, please use the parent parking lot and student pick-up and drop-off loop in front of the building. When using the student pick-up and drop-off loop, **please pull to the right lane to drop off your child, maintaining the left lane as a thru lane. Do not park in the pick-up/drop-off loop or drive through the bus loading zones.**

Students should always go directly home after school, report to their parents, caretaker, or whomever is responsible, then communicate their after school activity. Students should **never** go to someone else’s home after school unless parents know the plan **before** goes to school that morning.

**Accepting rides, candy, money, etc. from strangers is very dangerous.** At no time should children accept favors from any person unless they are well known and parents have given permission.
Title 1

Title I is a federal program designed to assist schools where the student populations consist of a high concentration of students who qualify for free or reduced lunches. The goal is to ensure a quality education for all students.

At Lincoln Elementary School, we hold our annual Title I meeting during Back to School Night. We also provide information during Parent-Teacher conferences. Parents are encouraged to read weekly class newsletters and monthly school newsletters, and are always welcome to call the school with questions. We strongly encourage parent involvement! This can be as simple as asking what your child what s/he learned in school that day, providing a quiet place for them to complete homework, and reading with them for 30 minutes per day. Three specific ways parents can be involved at the school level is through the attendance of parent-teacher conferences, participation in family night functions, and completion of parent surveys. We also hold opportunities for school improvement input, parenting classes, and other celebration of learning events.

BUILDING-LEVEL TITLE I- PARENT GUIDELINES and POLICY

Natrona County School district commits to dynamic partnerships with students, parents, businesses, and the community to assist students to work productively in a free enterprise system, to achieve personal fulfillment, and to serve their community, state, nation, and world. (Board approved Mission Statement, 1991)

All teachers and teaching assistants who work in Title I schools are required to meet specified credentials that make them “highly qualified.” All teachers and teaching assistants at Lincoln ES have been deemed “highly qualified.” Parents will be notified if this 100% highly qualified status changes. Parents have the right to contact the NCSD Human Resources office to check these credentials.

Copies of our Title I Action Plan/School Improvement Plan are available upon request.

Lincoln Elementary School Parent Involvement Policy

Each school will follow the district Parent Policy. In addition, they will hold an annual meeting to review parent rights under Title I and to emphasize parents’ right to be involved in the planning, development, and implementation of the school's Title I Plan and School Improvement Plan, which includes parent involvement activities.
At their annual meeting and/or during individual conferences, each school will:

- Give timely information about their programs to parents.
- Describe the curriculum assessments and performance levels required for proficiency.
- Provide opportunities during school improvement planning and/or other meetings for parents to provide suggestions and participate in decision-making.
- Inform parents of their right to submit comments regarding the school’s plan.
- Review the Parent/Student/Teacher compacts (Plan for Success), which describe our shared responsibilities for obtaining a high level of student academic achievement.
- Include a description of parent involvement activities in their School Improvement Plans
Visitors

Parents are always welcome and encouraged to come to our school to observe their child’s learning. To protect our students, parents and visitors must report to the office to check in and receive a Visitor's Pass to wear before visiting classrooms or checking children out of school prior to dismissal time.
Appendix A

NCSD Board Policy and Administration Regulation regarding
Elementary Student Attendance

Board Policy 5120
The NCSD Board of Trustees recognizes that attendance is a very important part of learning. Our community expects students to be present and participate in class every day, just as they expect their employees to be at work.

1. Absence from class, whether it is elementary, middle or high school, has a substantial negative effect on academic performance, and is the single biggest predictor of a student's on-time graduation.

2. As adults, we are expected to be in attendance and on time at our jobs or other important commitments. A prepared graduate will learn this as part of being a responsible citizen.

3. The Board, therefore, sets the following limits on-student absences for NCSD#1:

   a) At the high school level, five (5) parent-excused absences will be allowed in any one class.

      Examples – vacations, family emergencies, bereavement, illnesses not requiring the care of a health care professional.

      (In situations with extenuating circumstances, parents may petition the Principal for additional parent-excused absences.)

   b) After five (5) unexcused absences, parents and students will receive notification of mandatory intervention directed by the principal or his/her designee (Per WY Statute 21-4-101, a student is considered habitually truant after five (5) unexcused absences.).

      If conditions of the intervention are not met, and an additional three (3) unexcused absences are accrued, this will result in loss of credit at the high school level. Principals are given discretion to use additional intervention measures, including appeals from parents and students, which encourages continued class attendance and allows the student to regain course credit.

   c) At the elementary and middle school level, five parent-excused absences will be allowed per semester (same examples in 3a above). Missing 45 minutes of class in the morning or 45 minutes of class in the afternoon will result in a one-half (½) day absence.
After five (5) unexcused absences, parents and students will receive notification of a mandatory intervention directed by the principal or his/her designee.

If the conditions of the intervention are not met or an additional three (3) unexcused absences are accrued, additional action will be taken by the Superintendent or his/her designee.

School-related absences will not count against the student, nor will medical absences that are excused by a health care professional.

d) A school-by-school report of number of absences, interventions, and the results of the interventions, will be given to the Board each semester.

Definitions:

- Attendance – being on time to class, and being in class the entire time.

- School-related absences – any absence as a result of athletics, activities, field trips or other academically-related functions.

- Parent-excused absences – any absence at the discretion of parents. Examples include vacations, family emergencies, bereavement, illnesses not requiring the care of a health care professional. Limited to five absences in any one class.

Parents may also excuse their students for organized sports and activities not offered by the District, provided the student’s grades satisfy the same criteria for eligibility as a school-sanctioned activity. This would not count against the five parent-discretionary absences.

- Unexcused absences – any absence that is without the knowledge of a parent or any absence of a student without acceptable cause, as determined by the principal, even with the knowledge of the parent. (Per WY Statute 21-4-101)

(June 13, 2016)

**Administrative Regulation Code 5120 – Elementary Student Attendance**

Regular, complete, and continued class attendance by students is essential to their accomplishment of District educational goals and objectives for student achievement.

Each building principal is hereby responsible to establish processes and procedures (aligned to the Board Policy) and to execute all aspects of policies and regulations related to attendance while communicating to all relevant stakeholders the processes and procedures.

Days designated for activities or emergencies such as early dismissal due to inclement weather or natural disaster, crisis situations, assemblies and last days for seniors shall
be considered as periods or days attended for the purpose of arriving at the minimum class attendance.

Absence:

In K-5 (elementary) schools, a half-day absence results when a student is missing 45 minutes or more in the morning or afternoon, not including lunch/lunch recess time. Students who are absent for 45 minutes or more in both the morning and the afternoon will be considered absent for the entire day.

In 6-12 (secondary) schools, an absence from class is a failure to be in attendance at the place designated for the class and not being in a class period more than half the time.

Tardy:

A tardy is a failure to be in attendance at the place designated and at the time set for commencement of class without a pass signed by a staff member. Schools may choose to administer consequences if tardies are unexcused or excessive.

Parent Notification:

Parents or guardians will have access to absences/tardies through the NCSD student information system (Infinite Campus).

https://ncsdcampus.ncsd.k12.wy.us/campus/portal/natrona.jsp

Parents have the responsibility to maintain current contact information within Infinite Campus to include primary guardianship, relevant phone numbers, email addresses and mailing addresses.

In addition, parents will be notified daily of unexcused and/or unverified absences and tardies. The process will be identified and communicated to parents and students. Each individual school will determine the process for notification.

EXCUSED ABSENCES

For an absence to count as a parent excused absence, the parent or guardian of the student will notify the school in person, by telephone, or in writing prior to the absence or as soon as possible.

Final determination as to whether or not an absence is to be excused shall be at the discretion of the building principal or designee.

UNEXCUSED ABSENCES
This is an absence that is without the knowledge of a parent or any absence of a student without acceptable cause, as determined by the principal or his/her designee, even with the knowledge of the parent/guardian by WY Statute.

If an absence is still unverified by the end of the third school day, it will be considered unexcused. If an allowable excuse comes in after that time, a principal may choose to allow it to become excused.

INTERVENTION PROCESS

If a student has five (5) or more unexcused absences in any one (1):

- semester course increment in grades 6-12

- per semester in grades K-5

The principal or his/her designee will contact parents/guardians to schedule a mandatory intervention. Each school will schedule an intervention action plan as soon as possible following the 5th unexcused absence for the class/es with the identified attendance concerns. Parents and students (over the age of 18) will have one (1) calendar week to arrange for the intervention meeting upon receipt of notifications from the school. After reasonable attempts have been made to schedule the intervention, the intervention may be held without parent/guardian involvement.

Note:

1. School sponsored absences will not count against the student. EG: athletics, activities, field trips, academic competitions, performances, productions, etc.

2. Medical absences that are excused by a healthcare professional will not count against the student.

3. Student absences for organized sports and activities that are not offered by NCSD will not count against the student if the student’s grades satisfy the same eligibility criteria as any school-sanctioned activity. Each principal or his/her designee will identify the process for communicating, notifying and executing this category of absence.

4. In situations with extenuating circumstances, parents and students (age of 18 or over) may petition the principal or his/her designee for additional parent excused absences.

5. 504 or IEP teams may consider exceptions to the policy. The plan for how exceptions apply must be incorporated into the individual student’s plan.

The school will identify an intervention action team to guide the developed interventions for the student. The intervention team may include the principal or his/her designee, counseling support staff, teacher, parent/guardian and the student.
If conditions of the intervention are not met, and an additional three (3) unexcused absences are accrued this will result in the following actions:

- The District Attorney’s office shall be notified of the student’s habitual truancy as required by WY Statute.

- If a student who has not attained their sixteenth birthday, or has not completed the tenth grade, has excessive absences and the attendance officer reasonably believes the excessive absences are due to the willful neglect of the parent or guardian, the attendance officer shall provide a written notice to the parent or guardian-specifying District and state compulsory attendance regulations. Pursuant to Wyoming Statute the attendance officer may file a complaint against the parent or guardian with the proper legal authorities due to the willful neglect of the parent or guardian.

(October 13, 2016)
Appendix B

Lincoln Elementary School - Parent Involvement Form

Research as proven that high parental involvement is an extremely important component in effective schools. It has also shown that children are much more successful when parents are involved in their education. We believe parent involvement is a vital part of our success and are offering many programs in which the parent(s) can play a major role in helping their child to succeed in school. Our core programs (Literacy by Design, Being a Writer, My Math, FOSS, etc.) and CCSS-aligned supplemental materials provide a very rigorous and challenging program that will increase skill attainment and greatly improve our students’ reading, writing, language arts, math and science achievement. We emphasize life skills, integrity principles, and behavioral expectations to improve decision-making in all areas of life.

In order for us to receive the full benefit of these programs and the many other programs offered at our school, we need parents to be actively involved in our school and in their educational processes of their child. We will provide many opportunities for parent education in all of our programs along with parenting classes. If you have questions or are interested in volunteering, please contact your child’s teacher or fill out the bottom portion of this sheet and return it to the school. A representative from the school will be in contact with you.

We also believe that communication between parents and staff members is the key to building a great partnership. Our teachers welcome all parents to stop by to observe learning in their child’s classroom. Mr. Hubert can provide further information about classroom observations.

Yes, I would like to get more involved at Lincoln Elementary School:

Name________________________________________________________

Student’s Name(s)______________________________________________

The best way to contact me is to:

___ Call: ___________________ or ___________________ (phone numbers)

___ Text: ___________________ or ___________________ (phone numbers)

___ Write a note and send home in Thursday folder in child’s backpack

___ Write a note and mail to: _________________________________

Please list any areas of interest or skills you possess that would help our school:
Appendix C
Examples of Parent Involvement

Parents are strongly encouraged to be involved in their child's education.

*Explain the handbook to your child.
*Check your child's life's work each night and sign “life's work” sheet.
*Observe in the classroom after making an appointment with the teacher. Please remember instruction must not be interrupted during this time.
*Attend open houses, back-to-school nights programs, dinners, etc.
*Attend Parent-Teacher Conferences.
*Call the teacher and inquire as to how your child is doing.
*Write comments in the daily assignment book or on the assignment sheet.
*Complete surveys and return them to school.
*Complete home learning activities suggested by the school with your child.
*Coordinate parent education events.
*Assist with the tutoring program at school.
*Create and publish school newsletters.
*Coordinate orientation sessions for new families.
*Plan enrichment activities for students before or after school.
*Provide childcare so another parent can volunteer in the school or drive for a field trip.
*Assist with reference materials for projects or reports, i.e., take them to the library.
*Talk with your child each night about what they learned in school.
*Help make a bulletin board for your child's teacher.
*Assist with decorating the lunchroom for the students.
*Volunteer your time at school.
*Arrange a parent workshop.
*Assist teaching D.A.R.E.
*Drive for a field trip.
*Help in the library.
*Make copies for the teachers.
*Recruit tutors.
*Participate in parent training on Spalding language arts, Saxon Math or other curricular areas.
*Participate in computer training provided by the school.
*Come eat with your child.
*Participate on one of the leadership Council's subcommittees.
*Welcome new parents to school functions.
*Provide your child with a healthy breakfast and adequate sleep.
*Participate in the Booster Club
*Other
Appendix D
Title One Plan in Native Language

Dear Parent or Guardian:

Title One law requires school improvement plans to be offered in the language native to the reader. If you would like to have a copy of your child’s school’s improvement plan and need it translated into your native language, please call Angela Hensley at 577-6723.

Atención: Si no puede leer esta forma en inglés, por favor ponga una equis (X) en este lugar, _____, y regresela a la secretaria de la escuela. Gracias.

Attention: Si vous ne pouvez pas lire cette feuille, s’il vous plaît marquez (X) ici _____ et renvoyez-la à la secrétaire de l’école. Merci.

如果你無法明白這份文件,請與學校辦公室聯絡.
Appendix E
Lincoln Elementary School- Title I Plan for Success

Parent
I want my child to achieve. Therefore, I will encourage him/her by:
1. Supporting the attendance/tardy policy by ensuring my child is at school on time each day.
2. Supporting the district’s and Lincoln Elementary School’s discipline policies.
3. Establishing a time and place for homework, checking to see that it is done, signing homework sheet, offering praise for what my child does right and limiting TV.
4. Communicating with school personnel when necessary and being informed by checking the Thursday folders each week.
5. Encouraging, praising and talking with my child about school.
6. Reading with/to my child for at least 15 minutes per day.
7. Providing reading materials for my child.
8. Participating in parent involvement activities. (See list on last page.)
9. Attending my child’s conferences and meetings/activities to show my interest and support for his/her education.
10. Seeing that my child gets enough sleep each night; approximately 10 hours.
11. Supporting the decisions made by the focus team to help my child.
12. Preparing my child to start the day on a good note.
13. Supporting and following the “No Excuses” philosophy.

Additional Strategies: ________________________________________________________________

______________________________________________________________

***I understand that failure to do the above items could put my child at risk of not meeting graduation requirements.

Student
It is important that I work to do my very best by:
1) Attending school regularly and being on time.
2) Coming to class each day with the necessary materials including completed homework.
3) Following rules and procedures.
4) Allowing fellow students and myself to learn and be safe.
5) Having a regular study time each day for homework.
6) Taking responsibility for my own learning and behavior.
7) Supporting and following the “No Excuses” philosophy.
Additional Strategies: _______________________________________________

______________________________________________________________________

**Teacher**
I will enhance student achievement by:
1) Delivering quality instruction, to include planning and implementing engaging lessons based on core programs, supplemental materials, recommended strategies, using continuous and frequent assessments, providing specific feedback to students, and encouraging ongoing student/parent/teacher communication.
2) Providing a safe learning environment.
3) Providing life’s work assignments for reinforcing classroom instruction.
4) Being available and encouraging parent contacts and participation.
5) Maintaining high expectations and enthusiasm in all areas.
6) Providing reinforcements for desired behaviors and celebrating successes.
7) Explaining school procedures and notices.
8) Providing parent/teacher conferences.
9) Supporting and following the “No Excuses” philosophy.

Additional Strategies: _______________________________________________

______________________________________________________________________

**Principal**
I will enhance student achievement by:
1) Providing a safe environment that allows positive communication between the teacher, parent and student.
2) Providing a quality curriculum and instructional leadership for the school and community.
3) Ensuring parent’s access to staff and opportunities to volunteer in and observe their child’s class.
4) Providing opportunities for parents to participate in activities for learning and enhance parenting skills that encourage student achievement.
5) Encouraging parent/student/educator partnership to ensure quality learning for student.
6) Supporting and following the “No Excuses” philosophy.

We, at Lincoln Elementary School, build strong foundations leading to unlimited success through high expectations, high time on task, a strong academic focus, strong instructional leadership, and accountability.
Appendix F

Procedures for Ensuring High-Quality Highly Qualified Teachers to High-Needs Schools

Prior to school starting:

The Title I Administrative Specialist receives a list of all teachers in Title I schools. The list is then compiled with lists from previous years to add and delete names based on changes that have been made. The Title I Administrative Specialist works with Human Resources to obtain certificates/documentation of highly qualified status. The list is also sent to principals as a way to double-check and obtain all documentation ensuring the highly qualified status for all who are required to be highly qualified (see list on PTSB website). The spreadsheet is updated throughout the process with a deadline of all documentation being received at least one week prior to school starting. All documentation is stored electronically in the Title I office.

If a certified teacher (in the required areas) is not highly qualified, the Title I Director works with Human Resources to:

· Determine if it is appropriate to place the teacher on an Individual Professional Development Plan for Achieving Highly Qualified Status.
· Complete the Individual Professional Development Plan for Achieving Highly Qualified Status form.
  o The Plan will be accomplished within the current school year defined as August-July.
  o Amendments to the plan are allowable when extenuating circumstances exist as determined by the Associate Superintendent of Human Resources.
· Use district process for an involuntary transfer to a non-Title I school.

The Title I Director works with the principal of the school to:

· Complete a letter that will be sent to the parents of all students for which the teacher is the Instructor of Record.
· Receive a copy of that letter with a list of the recipients.

No federal funds are used to pay the salary of a non-highly qualified teacher.

The Title I Administrative Specialist keeps a file of documentation and master list that includes date, school name, teacher name, plan, parent letter, recipient list, and date of achievement of highly qualified status for all teachers in this process.

Throughout the school year:

Generalists send posting forms for Title I funded positions to the Title I office. The posting forms must be signed by the Title I Director prior to posting the position. Generalists will also send to the Title I office all change forms, all offers of employment, and all separation forms for positions within Title I schools.
The Title I Administrative Specialist makes necessary changes to each school’s list and contacts the HR Generalist and/or the principal of the school to certificates/documentation of highly qualified status. Documentation is kept electronically in the Title I office.

Principals also sign a monthly budget sheet on which they indicate any changes in staff (funded by Title I or any other fund) and verify highly qualified status.

In the event of a teacher losing his/her highly qualified status after the start of a school year, the Title I Director works with Human Resources to:
· Determine if it is appropriate to place the teacher on an Individual Professional Development Plan for Achieving Highly Qualified Status
· Complete the Individual Professional Development Plan for Achieving Highly Qualified Status form.
  o The Plan will be accomplished with in the current school year defined as August-July.
  o Amendments to the plan are allowable when extenuating circumstances exist as determined by the Associate Superintendent of Human Resources.
· Use district process for an involuntary transfer to a non-Title I school.

The Title I Director works with the principal of the school to:
· Complete a letter that will be sent to the parents of all students for which the teacher is the Instructor of Record.
· Receive a copy of that letter with a list of the recipients

No federal funds are used to pay the salary of a non-highly qualified teacher.

The Title I Administrative Specialist keeps a file of documentation and master list that includes date, school name, teacher name, plan, parent letter, recipient list, and date of achievement of highly qualified status for all teachers in this process.
Appendix G
NCSD Asbestos Management Plan

July 17, 2008

TO: All Parents, Pupils, Patrons and Staff; Natrona County School District #1

FROM: Clifford Elhart, Custodial, Environmental, and Energy Conservation Manager

RE: ASBESTOS MANAGEMENT PLAN

The Asbestos Management Emergency Response Act (referred to as AHERA), was enacted in 1986 by Congress. AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. NCSD#1 had all their facilities inspected in 1988 by an accredited asbestos inspector from Northern Engineering and Test, Inc., of Casper, Wyoming. The inspector located, sampled, and rated the condition of all building materials in our facilities suspected of containing asbestos. The inspection and laboratory analysis records were turned over to an accredited management planner. Under his direction, during past years a great deal of the asbestos in district buildings has been removed. What remains is included by and has been covered by a management plan, which will ensure protection from any hazard.

The management planner has developed a management plan for your school building, which is available for your inspection in the school administrative office during regular office hours. This document outlines locations, procedures and plans for the safe removal, abatement and control of asbestos in your specific building. Clifford Elhart (577-0257) is the Asbestos Coordinator and all inquiries regarding the plan should be directed to him.

A surveillance inspection is completed every six months at each facility having asbestos containing materials. These facilities are also completely re-inspected every three years by an accredited asbestos inspector, with the last inspection occurring in early 2000 and some in 2003. These measurements are all part of a program to monitor and assure a safe and healthy environment for all district building users.