

Lincoln Consolidated School Elementary Student Handbook

<http://www.lincolnk12.org>



District Mission

Lincoln Consolidated Schools provides an exemplary educational experience where students develop the foundation for lifelong learning.

District Vision

Lincoln Consolidated Schools will be a premier learning community whose students are consistently high achieving, compassionate, and inspired to make a difference.

School Hours

Childs Elementary

Full Day: 8:00 am - 2:54 pm
Half Day: 8:00 am - 10:54 am

Brick/Bishop Elementary

Full Day: 9:00 am - 3:54 pm
Half Day: 9:00 am - 11:54 am

Contact Information

Bishop Elementary

8888 Whittaker Road
Ypsilanti, MI 48197

Bishop Elementary Office (734) 484-7074
Bishop Elementary Fax (734) 484-7064
Bishop Absences (734) 484-7074

Brick Elementary

8970 Whittaker Road
Ypsilanti, MI 48197

Brick Elementary Office (734) 484-7031
Brick Elementary Fax (734) 484-7049
Brick Absences (734) 484-7031

Childs Elementary

7300 Bemis Road
Ypsilanti, MI 48197

Childs Elementary Office (734) 484-7035
Childs Elementary Fax (734) 484-7059
Childs Attendance Line (734) 484-7000 EXT. 8223

Please **call by 9:30 am** to report your child's absence. Leave your student's name, date(s) they will be absent and reason for the absence (if ill, please leave the nature of the illness).

Middle School	(734) 484-7033	High School	(734) 484-7004
Food Service	(734) 484-7072	Transportation	(734) 484-7044
Community Education	(734) 484-7007	Model Elementary	(734) 484-7045
Asst. Superintendent	(734) 484-7002	Superintendent	(734) 484-7001

Student Drop Off

Bishop Elementary Student Drop Off/Pick Up Expectations:

Students will be welcomed at **8:54 am** Parents dropping off or picking up students should use Railsplitter Drive, entering from Willis or Lincoln Trail via Bemis Road to avoid traffic congestion on Whittaker Road. To prevent backups on Railsplitter Drive, **no left turns into the Bishop/Model parking area will be allowed if cars are already lined up.** In such cases, drivers must continue down Railsplitter to the Transportation building, turn around, and then join the line safely to avoid head-on collisions. Staff members parking at the Bishop/Model lot will have a special sign for easy identification, and should be allowed to turn left into the lot.

Parents are expected to stay in their vehicles during drop-off and pick-up. Students should be ready to exit without adult assistance, and staff are unable to help with unbuckling. Cars should form double lanes only after the first cones in the Bishop loop, and not block parking spots. If the loop is full, cars must wait until directed to move forward. **After 9:10 am, parents must park and walk children to the front entrance to sign them in. Do not just let your child out of the car.** The small parking lot between Model and Bishop is reserved for Model and Bemis Farms parents and staff before 9:10 am

Students will only be released to an adult listed on their emergency contact list in PowerSchool, and they will not be released from classrooms until **3:54 pm** To avoid traffic congestion, anyone dropping off or picking up students from Bishop should use Railsplitter Drive off Willis, not Whittaker Road. **Please display your child's name and teacher's name on the hang tag and display in your window for identification during pick-up.**

After 3:15 pm, children must be picked up through the student pick-up loop off Railsplitter Drive, as cars must be out of the bus loop by 3:30 pm Students will wait with their classmates at assigned cones until their names are called. Parents should stay in their vehicles and pull forward, with staff directing children to the cars. If assistance with seatbelts is needed, parents should move forward past the pick-up area, as staff cannot assist with buckling.

Brick Elementary Student Drop Off/Pick Up Expectations

Students will be welcomed at **8:54 am** Parents are expected to stay in their vehicles during drop-off and pick-up. Students should be ready to exit without adult assistance, and staff are unable to help with unbuckling. If you prefer to not wait in the line, please park your car in a designated spot. You must walk your child to the entrance. They may not run across the parking lot or be without an adult with cars moving.

After 9:10 am or there are no staff members out at the drop off loop, you must park and walk children to the front entrance to sign them in. Do not just let your child out of the car.

Students will only be released to an adult listed on their emergency contact in PowerSchool, and they will not be released from classrooms until **3:54 pm**

After 3:15 pm, children must be picked up through the student pick-up loop located off of Willis Road. Students will wait with their classmates inside the building until their names are called by an adult. Parents should stay in their vehicles and pull forward, with staff directing children to the cars. There are times when we will ask parents to drive around into a spot if your child is not yet at pick up. If assistance with seatbelts is needed, parents should move forward past the pick-up area, as staff cannot assist with buckling.

Childs Elementary Student Drop Off/Pick Up Expectations

Parents may drop their children off in the parent drop off loop located at the side (K-2) and front (3-5) of the building starting at **7:45 am until 8:05 am**. Children should exit vehicles on the passenger side onto the sidewalk at the designated drop off area. Students arriving **after 8:06 am will have to be signed in** at the office by a parent or guardian. The students will need a pass to go to their classrooms. For the safety of the staff and students, families do not enter the building during arrival and dismissal. Parents may not park in the drop off loop at any time. This is a fire lane.

Students need to be picked up at the **end of the day by 2:54 pm**. If a student is picked up late they will be waiting inside the school building. After the 2nd offense, a warning will be given and after the 3rd offense families will be required to meet with administration.

School-Home Communications

Strong teacher and family relationships are a very important factor for a productive school environment. That said, classroom instruction will not be interrupted for telephone calls. Email communication is preferred and email addresses are located on our building webpage. Emergency calls are referred to a principal for responses/class interruptions. Regular newsletters from your administrator are provided via email.

Report Cards

The classroom teacher distributes report cards three times a year. Parents are asked to sign the envelope that contains the report card and return only the envelope to the classroom teacher.

School Visitations

All visitors must complete an IChat form in order to participate in classroom and school activities. These must be completed annually.

Parent Teacher Organization (PTO)

This group is made up of families and staff members at each school building. Together they work to sponsor numerous special events, educational events, and fundraisers for all elementary students. Regular newsletters keep the community aware of current happenings.

Student Programs and Activities

Following is a sample of the many programs at you might find at the elementary schools:

Spirit Days
Safety Patrol
Field Day
NAAPID Day
Science Fair
Overnight Camp (5th grade)
Grandparent Program
Men of Lincoln

Multi-Tiered System of Supports (MTSS)

The Multi-Tiered System of Supports (MTSS) is a framework used to provide targeted support for all students, including those who struggle academically or behaviorally. MTSS aims to create a supportive learning environment where all students have the opportunity to succeed by providing the right level of support tailored to their individual needs.

MTSS at the Lincoln Consolidated Elementary Schools:

- 1.) Tier 1: Universal Supports - This tier includes high-quality, research-based instruction and practices provided to all students in the general education classroom.
- 2.) Tier 2: Targeted Supports - This tier provides additional support, like additional small group instruction and targeted interventions, to students who are identified as at-risk or struggling despite Tier 1 interventions.
- 3.) Tier 3: Intensive Supports - This tier offers the most individualized and intensive support for students who have not responded adequately to Tier 1 and Tier 2 interventions.

Steps in the MTSS Process:

- 1.) Screening: Regular assessments and screenings are conducted to identify students who may need additional support.
- 2.) Data Collection: Ongoing data is collected to monitor student progress and the effectiveness of interventions at each tier.
- 3.) Problem-Solving: Teams of educators use data to identify students' needs, develop strategies, and determine which tier of support is appropriate.
- 4.) Intervention: Implement the chosen interventions and supports. Ensure that they are research-based and match the identified needs of the student.
- 5.) Progress Monitoring: Regularly assess the effectiveness of the interventions and make adjustments as necessary.
- 6.) Review and Adjust: Based on progress monitoring data, adjust interventions or move students between tiers as needed.

- 7.) Communication: Keep open lines of communication with students, parents, and other stakeholders to ensure everyone is informed about the student's progress and needs.

Skills-Based, Small Group Instruction or Reading and Math Lab Time

One of our goals at Lincoln Consolidated Schools is to meet the unique needs of all learners. To meet this goal we carefully evaluate scores from various assessments to determine how to best provide individualized instruction for our students in reading and math. Our staff members work together to ensure that all students will succeed and are provided skills-based instruction that will ensure their continued success.

Each classroom will be implementing both reading and math labs when the teacher will be providing small group instruction. These small groups will be flexible and change regularly, based on student needs. During our reading and math labs, our building interventionists will also be providing more intensive support for students. At times, your child may receive extra support from one of our intervention teachers. Intervention groups may also include students from other classrooms that need support with those specific skills. While some students may master these skills quickly, others may need extended intervention support. Therefore, when a student receives intervention support for more than 50% of a marking period, we will send a letter home to notify families and provide a progress report to show the child's growth.

Student Attendance

Consistent attendance is one of the most important factors that contributes to greater levels of student achievement. All children are expected to attend school on a regular basis. Late arrival or early departure results in loss of learning instruction time and are detrimental to your child's educational success. *Regular attendance is mandatory and required by law.* Take note of the [Lincoln Consolidated Elementary Schools Attendance Expectations](#).

Absences: More Than Three Days

If the absence is due to illness, the teacher will provide an opportunity for the student to make up missed work. Assignments should be completed in a timely manner.

Absences: Unexcused

Students with unexcused absences will receive no credit for class activities missed and no provisions for make-up. However, the student is responsible for all materials covered during the unexcused absences.

Absences: Suspension

Students on suspension will be allowed to make-up upon their return. This work must be made up within five days.

Absences: Vacation

If the absence is due to vacation, make-up work may not be given out in advance. Student journals or logs describing the vacation are suggested. When the student returns to school the missed assignments will be given to the students.

Cell Phone & Smart Devices Expectations

Make note of the [Lincoln Consolidated Elementary Schools Cell Phone & Smart Devices Expectations](#).

Student Dress Code

Make note of the [Lincoln Consolidated Elementary Schools Dress Code Expectations](#).

Recess/Cold Weather

If the temperature is below “feels like” 10 degrees, we will have the children stay inside for recess. The children will go outside for recess, if the temperature is 10 degrees or higher. Please have your child dress appropriately for cold weather. This includes coats, hats, outdoor boots, and gloves or mittens. A doctor’s note is required for students to stay in from recess for health reasons.

Toys at School

The only time students should bring toys, games, etc. to school is when their teacher instructs them to do so. Students and families will assume responsibility for any items brought to school. Items specifically not to be brought to school include hard balls, baseball bats, electronic games, radios, cameras, yoyos, recording devices, laser pointers, collectible cards, or other distracting equipment.

Positive Behavioral Interventions and Supports (PBIS)

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote prosocial behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age. In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implements a system of school-wide positive behavior support strategies.

School-wide Positive Behavioral Interventions and Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of prosocial skills, and the use of data-based problem solving for addressing existing behavior concerns.

School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide and individualized interventions.

Consequence Continuum for Minor Behaviors:

- Count 1-Active Teaching/Prompting to expectation
- Count 2-Problem Solving/Classroom Management

- Count 3-Problem Solving with Student/Staff & Parent contact (phone call, email etc.)
- Count 4-Office Referral

Consequence Definitions

When other procedures fail to attain satisfactory behavioral changes, or where specifically required by the nature of the incident, a student may be excluded from school/classroom. Such exclusions may include any of the following:

- ❑ **Lunch/Recess Detention:** May be assigned by an administrator for minor disciplinary infractions. Lunch/recess detentions occur during the student's scheduled lunch and/or recess period.
- ❑ **In School Suspension (ISS):** An in school suspension room/or location will be used as a consequence for students who violate some sections of the Student Expectations.
- ❑ **Out of School Suspension (OSS):** An out of school suspension will be utilized as a consequence for more severe or repeated violations of the student code of conduct.
- ❑ **Progressive Discipline:** Consequences will escalate if a student continues to violate the code of conduct. Students and parents are hereby notified that the consequence set down for an individual event may seem out of proportion to the event. The intent of the Progressive Discipline Policy is to clarify for all that the school will implement disciplinary measures as necessary and appropriate to maintain a safe and orderly environment. Students will be subject to suspension for up to ten school days by the authority of the principal.

[Lincoln Consolidated Elementary Schools Behavior Definition and Consequence Chart](#)

[Bishop Elementary School PBIS Matrix](#)

[Brick Elementary School PBIS Matrix](#)

[Childs Elementary School PBIS Matrix](#)