

**Elementary School  
Student – Parent  
Handbook  
2011-2012**



## Welcome to Lincoln School

Dear Lincoln Families,

It is with a great deal of enthusiasm and anticipation that I warmly welcome you to a new year at Lincoln School.

I hope you, like myself, are drawn to the strong mission of Lincoln. It is a mission that seeks to provide learning experiences leading to learned, confident, and compassionate young adults poised to find an influential place in the world and fulfill their dreams. And that begins here, in our Elementary School, where we strive to provide a strong, innovative program of social, emotional, creative, and academic learning.

I feel fortunate, and I know you will too, to work with an amazing group of professional educators who are dedicated to making this mission a reality for each child in our care. I encourage you to spend time developing relationships with your child's teachers--they are your partners in education.

In a school, it is how the adults work together that is the foundation for passionate, meaningful learning. Each of us plays an important role in fostering a caring and compassionate community that will make this a valuable and memorable year for us all.

I hope the information contained in this handbook will give you an effective overview of our program and its components. Should you have any questions, please ask. I welcome the opportunity to collaborate, communicate, and celebrate with all of you throughout the coming year.

Warmest regards,



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Elementary Principal/Curriculum Director

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## TABLE OF CONTENTS

### LINCOLN SCHOOL

Elementary Faculty and Staff 2011 -2012.....	1-2
Description of Lincoln School .....	3
Mission .....	3
Core Values.....	3
Strategies Objectives.....	4
Strategies .....	4
Strategic Delimiters .....	4
Lincoln School Principles.....	4

### ELEMENTARY SCHOOL

Enrollment .....	5
Placement of Students .....	5
School Records .....	6
New Student Orientation.....	6
Retention .....	6
Mid-Year Departures .....	6
The Guidance Counselors .....	6
Elementary Resource Center Program.....	6
English for Speakers of Other Languages (ESOL) .....	7
Daily Schedule.....	7
Snacks, Lunch & Drinking Water .....	8
Payment for lunches .....	8
Class Size .....	8
Lost and Found.....	8
Early Childhood Program for Ages 3-5 Years .....	9
Philosophy .....	9
Program Description .....	9
Admission Criteria .....	10

### ELEMENTARY CURRICULUM

Language Arts .....	11
Mathematics .....	11
Science.....	11
Social Studies.....	11

Technology .....	12
Library Skills.....	12
Art .....	12
Music .....	12
Physical Education.....	12
Social/Emotional Learning .....	13
Nepal Studies.....	13
Explore Nepal .....	13
Student-Supplies Materials .....	13
Homework.....	14
Reading-At-Home .....	14
Field Trips: "Nepal Hernos" .....	15
Drama Production .....	15
After-School Activity Program .....	15
Parent-Teacher and Student-Led Conferences.....	15
Report Cards.....	15
Standardized Testing Program.....	16

### PUBLICATIONS

Newsletter .....	16
Yearbook .....	16

### EMERGENCY AND FIRST AID MATERIALS

Earthquake Drill.....	17
Fire Drill .....	18
Stand Fast Drill .....	18
Emergency Dismissal Drill.....	18
Emergency Telephone Tree .....	18
Phone for Student Use .....	19

## **STUDENT HEALTH**

Health Service .....	20
Health Requirements .....	20
Health Records .....	20
Medications at School .....	21
Early Dismissal for Illness for Injury .....	21

## **RULES AND POLICIES**

Absences .....	23
The Library/Audio-Visual Center .....	23
Transportation .....	23
Discipline/School Rules .....	24
In-Class Rules .....	24
Birthday Parties .....	24
Dress .....	24
Out-Side Class Rules .....	25
Electronic-Devices and Mobile Phone .....	25
Lunch Rules .....	25
Bus Rules .....	26
Internet Acceptable Use Policy .....	27
Computer Use Policy .....	27
Payment for Damaged or Lost Property .....	27
Lincoln School Webpage .....	27
Parent Responsibilities .....	27

### **Elementary Faculty & Staff 2011-12**

POWELL, Christie - Principal/K-12 Curriculum Director  
DECOURRIERE, Nicole - Pre-School  
HOLLEY, Diane - Primary 1  
TURNER, Julie - Grade 1  
RITTER, Lucinda - Grade 2  
HENNIGAR, Ria - Grade 3  
RODRIGUEZ, Paulita - Grade 4R  
MALONE, Ryan - Grade 4M  
MCANDREW, Patrick - Grade 5

### **Specialists**

BURNS, Susan - ESOL  
BYRNE, Nancy - Resource  
MEEKS, Erica - Speech/Language Specialist  
CHALISE, Arun - Computers  
CHETTRI, Bhagawati - Art  
ALEVY, Jennifer - Librarian  
GARRISON, Joel - Counselor  
PANDE, Kabita - Nepal Studies  
SHRESTHA, Kathy - PE/Music

### **Administrative Staff**

DETWILER, Richard - Interim Director  
WAUGH, Brad - Secondary Principal  
ALEMAN, Jose - Technology Director  
ATKINS, Bridged - Admissions

DUPAR, Marsha - School Nurse  
RAJOURIA, Sudha - Health Office Assistant  
KASHYAP, Ram - Transportation Officer  
MAHARJAN, Harihar - Inventory Management  
SHAH, Janne - Business Manager  
SHRESTHA, Bhaju Ram - Library Assistant/AV Specialist  
SHRESTHA, Niva - Finance Officer  
SIJAPATI, Prerana - Administrative Assistant  
THAPA, Dal - School Services Officer  
VAIDYA, Rustam - Computer System Administrator

### **Elementary School Teaching Assistants**

KARKY, Bhawana - Pre-School  
SHRESTHA, Pragya - Pre-School  
RAI, Elizabeth - Primary 1  
THAPA, Mina - Grade 1  
MARATHA, Mira - Grade 2  
RANA, Meenakshi - Grade 3  
RAJBHANDARI, Bijaya - Grade 4M  
MANANDHAR, Marilyn - Grade 4R  
THAPA, Regina - Explore Nepal Liaison, Grade 5  
GURUNG, Kriti - Art  
GHALE, Anuj - Music/PE  
MANANDHAR, Sumina - Library

### **Description of Lincoln School**

Founded in 1954, Lincoln School is an independent, co-educational day school for students of all nationalities from Preschool through Grade 12. A nine-member School Board of Education governs the school. Lincoln is fully accredited by both the New England Association of Schools and Colleges and Council of International Schools. The school enrolls approximately 325 students. Lincoln School offers an American curriculum with special programs in ESOL, physical education, music, art, and French. There is a guidance counselor, and a resource specialist is also available to test and provide support to students with special learning needs. The campus also houses a 23,000 volume library, three computer labs, a theater, a large multi-purpose room, gymnasium and two playing fields. Internet access is available in the library, computer lab and in the classrooms.

### **Mission**

Lincoln School is a multicultural community in the foothills of the Himalaya that inspires in each student a passion for learning, the confidence and competence to pursue their dreams, and the commitment to serve as compassionate global citizens and leaders, who are stewards of the environment.

### **Core Values**

We believe that:

- Experiencing and understanding diversity enriches life and learning.
- Continuous learning is essential to growth and well-being.
- Each individual has value and positive contributions to make.
- Working together benefits the individual and the community.
- Working together towards a common goal creates limitless possibilities.
- A nurturing environment encourages people to realize and express their full potential.
- When individuals act with integrity and take responsibility for their actions, the community and the environment thrive.

### **Strategic Objectives**

By 2014, each student will:

- At least annually, identify, investigate, plan, and reflect on progress made towards pursuing a personal dream.
- Consciously and consistently choose to serve the community and the environment, and to model this behavior within and beyond the campus.
- Participate fully in an innovative and vigorous academic experience.

### **Strategies**

1. We will develop a long-term financial plan and revise policies and practices, as necessary, to assure a sustained commitment to our mission and strategic objectives.
2. We will take full advantage of our multicultural community and being in Nepal, by utilizing the human, cultural and natural resources to achieve our mission and strategic objectives.
3. We will develop system-wide, integrated curricula, which are both world class and innovative, that support our mission and strategic objectives.
4. We will develop and implement a continuous process to review and then reduce or align commitments so that we can achieve our mission and strategic objectives.

### **Lincoln School Learning Principles**

We believe that meaningful learning takes place at Lincoln when students:

- Use their knowledge and skills to successfully complete new, real-world tasks.
- Receive consistent, timely feedback which allows for reflection and revision.
- Practice reflection and self-assessment to successfully transfer their skills to new situations.
- Use their strengths, their voice and their decision-making skills to personalize and maximize their learning.
- Feel safe and ready to take risks in their learning.

- Understand the reason behind the focus of study and are able to make connections between and among their learning experiences.
- Are allowed to truly construct understanding via materials and human resources.
- See that their work is important.
- Develop the capacity to view the world and issues from multiple perspectives.
- Understand the learning goals and the ways their progress toward them will be measured.

### **Enrollment**

An Enrollment Application Form should be submitted along with two passport-sized photos of each child. Please also submit required health information, your child's previous school records, and official evidence of the date of birth. The necessary forms are available from the Guidance Office. Completed forms should be turned in to the Counselor.

Lincoln School normally places students according to the American age/grade scheme (first graders are six by September 1<sup>st</sup> second graders are seven, etc.). The Counselor or the Principal will hold a conference with the student and parents in order to assess achievement levels in the basic subjects. This assessment will be used, in addition to age, to ensure proper placement in each grade and classes.

Proficiency in English is not a requirement for enrollment in our school; however, non-native English-speaking students may require additional language instruction. Students are officially enrolled only upon receipt of the requirements cited above.

### **Placement of Students**

The school has considerable experience with students transferring from non-American educational systems. The school's professional staff draws on this experience to place a student in a grade level where he or she has the greatest chance of success within the Lincoln School program. The school reserves the right to place children at a grade level deemed appropriate by the Guidance Counselor, Elementary Principal, and Director in consultation with the faculty and parents. These decisions are based on children's academic preparation and developmental maturity. By policy students must be 5 years-old by September 1<sup>st</sup> to enroll in our Primary One program.

### **School Records**

Please provide your child's previous school records to the Guidance Counselor; these will be copied and returned to you.

### **New Student Orientation**

Each class has student buddies who will assist and orient new students who enroll in Lincoln School after the beginning of the school year. It is desirable for new families to visit the school at least one or two days in advance of enrollment so that students can be introduced to their teachers.

### **Retention**

While the retention of a student in the same grade is rarely suggested, it is sometimes in the best interest of the student. Our goal is for students to be appropriately challenged and successful. If a student is found to be misplaced in terms of overall maturity or development, a conference will be held which includes the child's classroom teacher(s), the principal and the parents.

### **Mid-Year Departures**

The Guidance Counselor needs to be notified as soon as possible when a student is checking out of school. Each teacher and the librarian will ensure that books and other materials have been returned. Parents will receive their child's report cards and a letter certifying attendance at Lincoln School to facilitate entrance in their next school.

### **The Guidance Counselors**

Our staff counselors, Mr. Bernie Lenoue and Mr. Joel Garrison, are educated and trained as professional counselors. As such, they are qualified to work with whatever personal or academic problems your child may face (i.e.: problems with teachers or peers, adjustment problems, self-esteem, setting goals, or relationship problems). All conversations with the Counselors are strictly confidential unless harm to oneself or others is imminent. Teachers may refer a child to the Counselor and parents too can request appointments.

### **Elementary Resource Center Program**

Ms. Nancy Byrne, a fully trained and experienced specialist, is available to provide assessments of students to determine their specific learning needs. Ms. Byrne is available to provide support to students in the areas of reading, mathematics and/or writing. Some students are provided support within the regular classroom, while a few others are scheduled into the Resource Center for academic support for a 30 to 45 minute block of time several days a week.

### **English for Speakers of Other Languages (ESOL)**

Lincoln School has a fully trained ESOL teacher, Ms. Susan Burns, specifically assigned to provide English instruction to non-native English speakers as needed. The goal of the program is for the student to acquire sufficient social, conversational and academic language skills so as to eventually function comfortably in English in the mainstream classroom. Listening, speaking, reading and writing are taught with emphasis on the area(s) in which the student needs the most support.

The amount of time a student spends in formal ESOL classes depends on the students' level of proficiency. Students are generally grouped by level of proficiency as well as grade level and receive instruction in a small group setting. It is our belief that, to the extent possible, the student should be integrated into the regular classroom where students have to interact in English. Therefore, the ESOL teacher works in with the regular classroom to support the language needs of ESOL children within the mainstream curriculum and to help the classroom teacher in modifying the program to meet the needs of each child. The ESOL teacher also works very closely with parents and maintains an open line of communication. For students who are in the beginning stages of learning English, the ESOL teacher will be the main contact person for the parents.

The school recognizes that learning a new language can often be a frustrating process for the child. The ESOL teacher is there to both provide direct instruction but also support in all aspects of the program at Lincoln.

### **Daily Schedule**

The academic day for Grades P1-5 begins at 8:00 am. Primary One and Grade 1 are dismissed at 2:30 pm, and Grades 2-5 are dismissed at 3:10pm. The after-school program normally ends at 3:15 pm for Primary One and Grade 1 and at 4:00 pm for Grades 2-5.

Preschool begins at 9:00 am with dismissal at 11:50 or 2:30 depending on the parents' choice of length of day.

The regular exception to this schedule is on Wednesdays when there are no after-school activities and all students are dismissed at 2:30.

### **Snacks, Lunch & Drinking Water**

All students should bring a snack for their mid-morning recess. Since there is no refrigeration of student snacks/lunches, please be careful to pack foods that will remain healthy to eat.

Water fountains are plentiful on campus and provide water that is electrically treated and filtered and monitored daily.

For lunch, students can pack their own, or order on a weekly basis through the LS Tuk Shop. Additional information about ordering lunch will be sent home at the beginning of the year. There are microwaves available in the ES eating area for heating student lunches brought from home. No popcorn please.

### **Payment for lunches**

The school sells lunch vouchers for Rs 5,000 which are used for lunch payments. These can be purchased from the Finance Office and parents will be notified when a new voucher needs to be purchased. Details of the process will be sent home in the welcome/beginning of the year packet.

### **Class Size**

The maximum class size permitted in the Elementary School, Primary 1 to Grade 5, is 23 students. When a class reaches 23 students, the grade is either closed to new enrollments, another section is created, or additional personnel are provided.

### **Lost and Found**

Lost items are placed in a cupboard opposite the tuk-shop which is open daily from 11:30-1PM. If it is not open a key can be requested from the School Services Officer, Mr. Dal Bd. Thapa. Please check it regularly. It's a good idea to mark all clothing and other items which are brought to school. It is requested that students not bring valuable items to school and no electronic games.

## **EARLY CHILDHOOD PROGRAM for Ages 3-5 Years**

Lincoln School's early childhood program provides a rich, multi-sensory, activity-based experience for three and four-year-old children. The program's curriculum encourages students to question, discover, create, communicate, and explore.

The Pre-School is staffed with a fully qualified expatriate teacher and two additional full-time teaching assistants. In addition to the classroom space, the early childhood program has its own playground with a variety of fun and safe equipment.

The Early Childhood Program runs from 9:00 a.m. to 2:30 p.m. An optional half-day program is also available.

### **Philosophy**

- Lincoln School believes in creating a secure, happy environment in Preschool and Pre-Kindergarten, where children are eager to come to school.
- The early childhood program seeks to foster each child's intellectual, physical, social, emotional, cultural, and aesthetic growth.
- The early childhood program is committed to the whole child by providing learning activities that are developmentally appropriate in a stimulating and creative environment.
- The early child program believes that children are active experiential learners and therefore need a world with a range of materials and varied learning experiences. We believe that children should be given opportunities to explore, experiment, and discover.
- The early childhood program believes in providing children with a rich English language environment. This is the perfect age and opportunity for non-native English speakers to learn the language.

### **Program Description**

The early childhood program incorporates the following elements:

- **Themes:** Curriculum is integrated and introduced through meaningful themes which spark children's natural curiosities and interests.
- **Language & Literacy:** English language learning emerges through an environment rich in experiences which students share through the spoken and written word. Our goal is to instill a love of books and pre-reading strategies which help lay the foundation for a life-long love of learning.

- **Mathematics:** Our goal in the early childhood program is for children to develop a positive approach to mathematics and to gain self confidence in their abilities. The program is developmental, experiential and child centered. Children learn early mathematical concepts through free exploration and discovery, manipulation of concrete materials, experiential learning, and direct instruction.
- **Cultural:** Children learn to respect and appreciate their own and other cultures through varied experiences including art, dance, music, and cooking.
- **Physical Development:** The daily practice of motor skills develops children's balance, coordination, and physical well-being.
- **Practical Life:** Simple utilitarian activities enable children to maintain and control their environment. Children want to copy adult activities and to be able to perform them independently.
- **Play and Free Activities:** The early childhood program believes that children's work is their play. Free activities are also an essential part of the 3 to 4 year-olds needs as they can repeat and practice activities of interest by themselves.

### **Admission Criteria**

- Toilet trained
- At least 3 years of age by September 1<sup>st</sup> for Preschool
- At least 4 years of age by September 1<sup>st</sup> for Pre-Kindergarten

## **ELEMENTARY PROGRAM**

### **Language Arts**

The primary goal of the language arts curriculum is to instill a love of reading, writing, and communicating through immersion in a wide variety of literacy experiences. Students are given the opportunity to read, write, listen and discuss ideas every day. Class libraries, shared literature study, individualized reading, leveled readers, sustained silent reading, thematic study of literature, writing workshop and word/language study are areas of interaction/learning that students will experience throughout the elementary.

In upper elementary, greater emphasis is placed upon thematic integration of the curriculum for reinforcement and expansion of language acquisition skills. Goals include improving the quality of reading comprehension, developing a range of reading strategies, and increasing the range of voluntary reading.

### **Mathematics**

Our math program is rooted in the AERO (American Education Reaches Out) standards and further focused through the NCTM (National Council of Teachers of Mathematics) focal points. This framework includes the process strands of problem solving, reasoning and proof, making connections, communication and representation while the key mathematical content standards include numeracy, measurement, geometric/spatial thinking, algebraic thinking, and probability and data analysis. The core resource for the curriculum is Everyday Mathematics which is supplemented by a variety of resources rich in problem-solving.

### **Science**

The objective of the science curriculum is to expose children to the wonder of science and the joy of discovery through inquiry. To this end, the primary core resources for science are hands-on science inquiry kits from FOSS and Delta supported through the use of science logs/journals. At each grade level, students are actively engaged in a variety of activities and reflections to develop competence in the scientific process and an understanding of basic concepts in the earth, life and physical sciences.

### **Social Studies**

In the social studies curriculum, emphasis is placed on the development of students' self-understanding and what it means to be part of a community. The Teachers Curriculum Institute materials are a core resource in most grades. Students explore ancient and living cultures to develop an

appreciation of diverse peoples and their cultures. They also gain familiarity with the skills used in social studies analyses such as mapping, graphing, and timelines.

### **Technology**

The purpose of the Elementary Technology Program is to facilitate, enhance and advance learning through the appropriate use of technology. This year we will begin piloting the use of laptops within the elementary classroom to facilitate the integration of core curriculum and technology.

### **Library Skills**

Our library program is built on a collaborative model between our library specialist and the classroom teachers. While each classroom is provided with scheduled library time, the classroom teachers and the librarian work together to address 21<sup>st</sup> century information literacy skills in conjunction with the curriculum as well as to instill a love of books and reading.

### **Art**

In the school's art classes, elementary students learn basic skills and art concepts, and expand the creative, fantastic and playful parts of themselves. They learn to appreciate art forms and artists of various cultures and are given opportunities to interpret their experiences using a variety of media and techniques. The program's goal is to develop a lifelong interest in and appreciation for the visual arts as well as a positive attitude toward self-expression.

### **Music**

With its aesthetic qualities, music provides many experiences to help children acquire independence, a positive self-concept, a sense of responsibility, and a realization of how music correlates to the world around them. The music program is a sequential, skills-oriented, participatory program which includes singing, listening, playing instruments, creating, moving, and writing.

### **Physical Education**

The physical education program is based on a non-competitive movement education approach. The movement-oriented classes are designed to stimulate creativity, problem solving, self-confidence, and physical development. The program includes swimming, exploration with small hand apparatus; and activities in gymnastics, rhythm and dance; track and field; and games.

### **Social/Emotional Learning**

Developing the whole child is an important aspect of our Elementary program. As such we recognize social and emotional learning as being inextricably connected to students' academic learning and overall well-being. We work toward a balanced integration of these areas in our sincere effort to nurture the growth of the children in our care—and we work to model this as a strong, caring adult community. Our primary resources for this area of learning include the DCP (Developing Capable People) program as well as Responsive Classroom materials.

### **Nepal Studies**

The Nepal studies program serves as an introduction to and reinforcement of the culture, language and geography of our host country. Students come to appreciate and understand Nepal as they try out traditional arts and crafts, dance and song, dramatization of folk tales, participation in colorful festivals, and first hand exploration of geography. Nepali language instruction is also a major component of this program.

### **Explore Nepal**

The integration of Nepal in all areas of the curriculum is a growing area for us at Lincoln. One special way this happens is the incorporation of a year-long focus at each grade level of a combination of cultural/social and service-learning activities. This is a program that is currently in a 'review and growth' stage. More to come!

### **Student-Supplied Materials**

We take several practical steps to encourage students to take responsibility for their belongings. Books and most materials will be supplied by the school, but the children will be held responsible for keeping and maintaining them in reasonable condition. Fees will be charged for lost or damaged books. Aside from providing snacks for recess and lunch, we ask that parents supply the following items:

#### **For the classroom**

- backpack
- old shirt for art activities
- classroom shoes or slippers for monsoon

#### **Items recommended for use at home**

- scissors
- glue, eraser

- colored markers
- colored pencils
- paint & brushes
- dictionary (grades 3-5)
- two way dictionary for ESOL students (grades 3-5)
- atlas (grades 3-5)
- thesaurus (grades 4-5)

### **Physical Education**

- loose-fitting clothing
- athletic shoes

### **For swimming**

- swimming suit
- towel
- flip-flops/thongs
- floaters, if needed
- sun block
- sweat shirt or sweater

### **Homework**

While homework is assigned at the different grade levels in our elementary school, our general philosophy is that a child's main priority once leaving Lincoln School for the day is to play and spend time with the family. Recent research conducted in the United States does not indicate a positive correlation between completing homework and school achievement, and some educational experts believe that too much homework interferes with children's playtime and time with their families. These experts also indicate that excessive amounts of homework can take the fun out of learning.

In the elementary division of Lincoln School some homework may be assigned to support and reinforce skills taught in class or at the upper grade levels include the completion of unfinished classroom work. When homework is assigned, we request that parents work with their child at home to ensure that work is not only completed but also understood. If the homework becomes difficult or frustrating for your child to complete, then please contact his/her teacher.

### **Reading-At-Home**

We encourage parents to read to their children everyday regardless of grade level. Research shows that when parents regularly read to their children, they

read earlier and become more proficient readers. We also ask that as part of a reading program, you listen to your child read for a few minutes each day and discuss the story with him or her. Individual classroom teachers will inform parents of their specific requirements for daily reading.

#### **Field Trips: "Nepal Hernos"**

Lincoln School classes take field trips in order to incorporate the cultural and environmental resources of Nepal into their regular educational program. Teachers will inform parents of these trips in advance. Unless the school hears otherwise, the parent's permission is assumed for these excursions that are part of the daily program.

#### **Drama Production**

This year the Upper Elementary School will be presenting a dramatic production late in the second semester.

#### **After-School Activity Program**

The Elementary School offers after-school activities for students on an optional basis on Monday, Tuesday, Thursday, and Friday.

Activities for Primary-1 and Grade 1 run from 2:30 – 3:15 pm, activities for Grades 2-5 are held from 3:15 – 4:00.

Activities are conducted by members of the faculty, teaching assistants, teachers hired from outside, and parent volunteers. There is an extra charge for activities run by outside teachers. A wide variety of activities are generally on offer—both to enrich and extend students' regular learning experiences, and to provide opportunities to explore other passions and interests.

Information and sign-up sheets are sent home in the Newsletter prior to each activity season. Bus transportation is provided home after these activities for those children regularly riding Lincoln School busses.

#### **Parent-Teacher and Student-Led Conferences**

Parent-Teacher conferences are schedule twice during the course of the year; generally in October and March. This will be a time for parents to talk with the classroom teachers about their children's academic progress and discuss student goals for the year. Student-led conferences take place in May. Other conferences and communication can and should take place as needed in support of student learning.

#### **Report Cards**

Students in the Elementary School will receive a formal written report card two times during the school year, one before the winter break and one at the end

of the school year. The first part of the report card is an assessment of social and academic skills. These skills are assessed in terms of the frequency with which your child uses them – rarely, sometimes, most of the time, and consistently.

The report card also reports progress in the core academic programs of reading, writing, math, science, and social studies. Each of these core programs is divided into subcategories. Progress in each category is reported using three letters: B (Basic), P (Proficient), and A (Advanced). In the beginning of the year when most concepts and skills are being learned and are not yet fully mastered, students will receive mostly B's. Over the course of the year, the expectation is that B's will become P's, and in some cases A's, as students master the skills presented and go beyond mastery.

In addition to the classroom teacher's report, students will receive a report from each specialist teacher including: Nepal Studies, Music, Art, and P.E.

#### **Standardized Testing Program**

Measures of Academic Progress (MAP) is administered to our students in third, fourth and fifth grades twice during the school year. *MAP* is computer-based and assesses reading, language usage, mathematics and science. This is an 'adaptive assessment' in that a student's correct or incorrect response affects the difficulty level of the next item presented. Simply put, if a child responds correctly to a problem in geometry, the next geometry problem will be at a higher level and visa versa if the student answers incorrectly. It is our hope that this assessment will provide us with more specific information and further support our teachers in addressing individual student needs and in developing more effective instructional strategies.

### **PUBLICATIONS**

#### **Newsletter**

The school's main means of published communication with parents is the Newsletter, which is distributed on Fridays. Since your youngest child is the deliverer of the Newsletter, please make a point of retrieving it from his or her backpack! Early in the year you will be asked if you want to receive The Newsletter via e-mail. **The Newsletter is our way of staying in touch. Please be sure to read it.**

#### **Yearbook**

The annual yearbook, Samjhana, features students of all levels at Lincoln School. Samjhana is sold to students on an at-cost basis and is compiled by

high school students taking the Yearbook class. Yearbook sales happen at specific times during the year which will be noted in the Newsletter.

## **EMERGENCY MEASURES**

Emergency drills (i.e. fire and earthquake) are conducted regularly at school and teams of staff members are trained in first aid and search and rescue. Please discuss with your family your plans in case of emergency: where will you meet, who will be your contact? In an emergency, most communication channels will be down or busy, so making prior arrangements is critical. In the event of an earthquake, your child will be kept at school until a parent or person designated on your emergency information is able to pick him/her up. The school has made arrangements for emergency first aid supplies, water, food, and shelter.

### **Earthquake Drill**

Being that Nepal is located in an active earthquake zone, Lincoln makes extensive efforts to be prepared.

1. If inside buildings when an earthquake strikes, all students with their teachers immediately:
  - a. get under anything available: desk, table, counter;
  - b. drop to knees, backs to windows, knees together;
  - c. clasp hands firmly behind heads, covering necks;
  - d. bury faces in arms, close eyes tightly;
  - e. remain under cover until shocks stop and teacher instructs students to get up.
  - f. after the shock stops the teacher will direct students to evacuate the building while the administration checks for any possible structural damage.
  - g. a verbal "all clear" will be issued by the administration for the students to re-enter the building
  
2. If outside buildings when an earthquake strikes, all students with their teachers immediately:
  - a. get clear of all buildings and walls;
  - b. remain clear until shocks stop.

3. If damage has occurred and buildings have been evacuated as for a fire drill, all students with their teachers remain in position outside until instructions come from the administration.

4. No one other than administrators re-enter buildings until safety has been confirmed.

5. No matter how extensive damage may be, everyone remains on campus until the administration declares dismissal.

### **Fire Drills**

Fire drills will be conducted periodically. Fire drill routes are posted in each room showing the path of evacuation. Students are requested to walk silently and rapidly along the designated route to the field.

### **Stand Fast Drills**

Stand Fast Drills will also be conducted periodically. Such drills are intended to prepare a response in the event that an unwanted intruder has entered the campus. In such drills, all doors are locked and students and teachers move to inconspicuous places in the room until the drill has ended.

### **Emergency Dismissal Drills**

At different times in the past, we have had to get students and staff on busses quickly in order to avoid demonstrations or to make it home before a curfew. On days where there might be demonstrations or other disruptive activities along the roads, we want all of our riders to be as calm as possible. This drill includes having all students meet on the outdoor basketball court, lined-up by grade level, and then to the busses by grade levels through the main gate. All students and staff, with the exception of those living in the Rabi Bhawan area, will move quietly and orderly to the busses. For the sake of preparedness, students who do not normally ride busses will also be required to board a van or bus as there have been times in the past where everyone has had to be returned home by a Lincoln School vehicle.

### **Emergency Telephone Tree**

In case of emergencies, unexpected school closure or other unforeseen event, a telephone tree will be activated to inform you of what is happening. If you have questions about school plans and have not received a call, do not hesitate to call a teacher or administrator. Given the challenges of finding people at home, the school and parents both need to take responsibility for keeping in touch.

Emergency notices will always be sent out by e-mail as well. So it is important to give the school both your home and office e-mail addresses. Please notify the school immediately of any changes in your emergency information. Efforts will be made to post emergency information on our webpage as well ([www.lsnepal.com](http://www.lsnepal.com)).

#### **Phone for Student Use**

A phone will be outside the front office during after school hours. During the school day, the phone will be located in the front office for student and faculty use. Students should request permission to use the phone.



## **STUDENT HEALTH**

### **Health Services**

Health services are provided by the School Nurse in the Health Office between 8:00 AM and 3:00 PM, Monday through Friday. The nurse remains on campus until 4:00 PM, but uses the last hour of the day for administrative work. Key support in maintaining up-to-date student health records is provided by the Health Office Assistant, who also assists the nurse in providing prompt care to students and staff.

The function of the Health Office is to promote the health and safety of LS students and staff. The responsibilities of the school nurse include assessing illnesses and injuries and providing basic nursing care and first aid as needed; reviewing and maintaining health records; prevention and control of infectious diseases; provision of health information to students, staff and parents; administration and supervision of medications; assisting with the management of health conditions such as asthma; assisting with the management of a safe school environment; and medical emergency preparedness.

If a student has an injury or illness and needs to go home, the parents will be contacted. The student must be picked up from the Health Office by a parent or other adult. If the student requires outside medical assistance during school hours, the nurse will contact the parent or guardian in order to get medical help. The nurse will attend to the student until the parent arrives.

In the case of a life-threatening situation or urgent situation and the parent cannot be reached, the student will be transported to an appropriate hospital by school vehicle or ambulance. In that case, the parents will be notified to meet the child at the hospital.

### **Health Requirements**

New and returning students must comply with school health requirements, which include a health examination on admission and when advancing to grades 6 and 9; current immunization status; screening for tuberculosis; and submission of student health information and medical consents. Please refer to the LS website for detailed information regarding health requirements and deadlines.

### **Health Records**

Every year you will be asked to update your child's health information and medical consents. The school nurse provides care to your child/children based on the information given by you on the Student Health Information

form. Therefore, it is important that the form is filled out completely. It is the parent's responsibility to inform the Health Office if there is any change in the student's health condition at any time.

For significant conditions such as asthma/reactive airway, severe allergies, diabetes, or seizures, you should inform the nurse immediately—on or before—the first day that the student attends school, and provide the Health Office with a physician prescribed plan of care and any daily or emergency medicines.

During the year you may be asked to update your child/children's health information for SAISA events or other class trips. We realize that this may be inconvenient, but it is important for chaperones to have the most recent emergency contact and health information, as some information may have changed since you last submitted a form.

Students' health records are reviewed by the nurse and kept in the Health Office. In order to provide a safe and healthy environment for your child, your child's health information will be shared with appropriate school staff as needed.

All student health forms are available from the Health Office or may be downloaded from the school's website.

### **Medications at School**

If you would like the nurse to administer daily or emergency medication to your student, such as antibiotics, cold medicines, inhalers, and EpiPens, you must provide the Health Office with the medication in its original container and an Authorization for Use of Medication at School. If a student is responsible for taking a medication during school hours please notify the Health Office and also insure that the student has a complete understanding of this responsibility. The student must not leave the medication where other students may have access to it.

The Health Office has a limited supply of over-the-counter medications that can be given to the student without calling you first, if you have signed and submitted the medication consent on the Student Health Information form.

### **Early Dismissal for Illness or Injury**

Students are dismissed from school if they develop the following symptoms or injuries while at school:

- A fever of 100.0 F (37.8 C) or more

- Diarrhea 3 or more times in past 24 hours
- Diarrhea with vomiting, abdominal pains or cramps
- Nausea and vomiting
- Coughing and sneezing with greenish discharge from the nose
- Sore throat, especially with fever or swollen glands in the neck
- Symptoms of pink eye (conjunctivitis) including pain, redness and/or discharge
- Rash and/or symptoms suspected to be chickenpox, measles or mumps
- Headache, earache, toothache, abdominal pain or cramps unrelieved by one dose of paracetamol (Tylenol, Niko) or ibuprofen (Motrin, Advil, Brufen)
- Suspected sprain or strain with pain, swelling and restricted mobility
- Suspected fracture
- Sustained a head or neck injury
- Cut or laceration requiring stitching
- Broken tooth
- Visit to the Health Office 2 times in one day for the same complaint
- Need to rest in the Health Office more than 30 minutes
- Need to be seen by a doctor or dentist

***Remember, students with a fever must stay at home until their temperature has been normal (98.6 F or 37.0 C) for at least 24 hours – without the use of a fever-reducing medicine such as paracetamol or ibuprofen.***

## **RULES AND POLICIES**

### **Absences**

Students are expected to be at school when classes are in session and should be excused from school only for illness or other unavoidable circumstances. The school asks that you call to let us know that your child will not be attending. If you are not able to call, please send a note of explanation when your child returns to school.

Students who are absent or leave school during the day due to illness may not return that day for extracurricular activities or for school-sponsored events either on or off campus. In the case of a student who is sick the day of a school play or musical performance and thus is unable to attend school, yet who feels duty bound to perform that evening, the student's parent or guardian must phone the principal that morning to explain the circumstances and request permission to participate in the performance.

It is important that parents of students at ALL grade levels plan their vacations around the school calendar so as to minimize student absences.

### **The Library/Audio-Visual Center**

All students are encouraged to use the school library which is staffed by a full-time librarian, and two library assistants. The library has over 23,000 books, more than 60 subscriptions to magazines and newspapers and over 1000 videos and audio-books. The library also has ample audio-visual equipment and a computer/CD-ROM room for student use. Parents are also welcome to use the library and there is a special collection of books especially for parents.

### **Transportation**

The school provides safe, reliable transportation for students whose parents pay a bus fee. It is possible to arrange bus transportation on an annual basis or for a specific reason for a school-sponsored activity.

All inquiries about school transportation should be directed to the School Transportation Officer, Mr. Ram Babu Kashyap (rkashyap@lsnepal.com.np). Please counsel your children about the need to strictly obey the school bus rules.

Finally, please inform the school by note or phone call to Mr. Kashyap if you wish to have your child's regular transportation arrangements altered on a particular day. Students may not call home during the day to request a

change. For reasons of safety, no changes will be allowed without a note or call from parents.

All buses are equipped with a wireless radios and are in direct contact with the transportation office. This means that we can locate your child at any time, track traffic jams, and respond quickly in case of an emergency.

### **Discipline/School Rules**

All students will be informed of and expected to follow specific school rules and regulations. The elementary disciplinary process is based on respect for the individual and for the learning environment. It emphasizes the need for children to learn from their mistakes and to experience logical consequences of the choices they make. Adults need to provide a consistent and safe environment for children. Appropriate role modeling and respectful and consistent interactions are key to raising capable, self-reliant children.

Breaches of good conduct will be handled by the classroom teacher in consultation with the administration. Should it be necessary, parents will be consulted by the teacher or principal.

### **In-Class Rules**

Except as noted below, each teacher sets and enforces standards for the students under her or his supervision provided they are reasonable, enforceable and consistent with the general welfare and philosophy of the school. Anyone with a question or concern about in-class rules should contact the appropriate teacher.

### **Birthday Parties**

If all children in a class are invited to after school/weekend birthday parties, then invitations may be passed out at school. If it is not possible to invite all the children, then invitations will need to be delivered outside of school. Children may bring birthday treats to school on their birthdays. Please alert the teacher so that a special snack time can be set aside.

### **Dress**

Students are expected to dress appropriately for school and to be considerate of the expectations of Nepali culture. This means that students should be neat, that shorts and skirts not be too short and that shoulders are covered.

### Outside-Class Rules

Areas outside of the classrooms require common rules which are enforced by all staff members. Students should:

1. Speak and behave respectfully to others.
2. Respect property. This includes buses, school gardens and trees, basketball stands, and playground equipment.
3. Keep the campus clean.
4. Stay on the school grounds during the school day unless accompanied by a staff member or unless permission is given by a parent through a note or telephone call to the office. At no time may students go to the stores across the street. This includes arrival and departure times, when students are getting on and off busses or private transportation.
5. Walk in classrooms and hallways; the playground and field are the only places for running.

### Electronic Devices and Mobile Phones

Elementary students are not allowed to bring MP3s, iPods, Game Boys and other electronic devices to school. There are two important reasons for this, the first one being liability. There is nowhere for elementary students to lock away these items when they arrive at school, and most of the time elementary students' backpacks are left unattended. The most important rationale for this policy is that students have a tendency to tune-out when they are using these electronic devices, and we want all of our children to be active participants in the LS community.

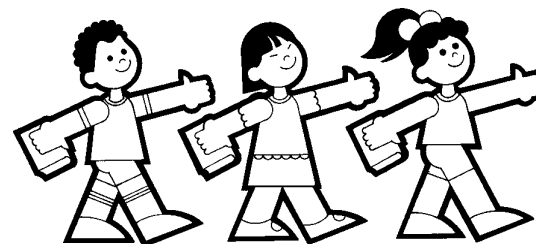
We do realize that some of our elementary students do bring mobile phones to school, and given the uncertainties in Kathmandu, we understand why some parents choose to send their children to school with mobiles. We do ask that if your child is bringing a mobile phone to school that he/she inform the classroom teacher so that the phone can be kept in a safe place during the school day. Mobile phones are not allowed to be used by elementary students during the school day unless there is an emergency.

### Lunch Rules

Students should:

1. Follow the direction of the lunchtime supervisor.
2. Eat at picnic tables prior to free play time on the playground.

3. Stay on the playground after eating lunch. Students outdoors should always be in view of the lunch supervisor.



### Bus Rules

Students should understand that their conduct can make the difference between having an accident and not having an accident. If the children on the bus distract the driver's attention there is danger of an accident. For these reasons, it is essential that all children riding the buses strictly adhere to these rules:

1. Students should go directly to their seats when they enter the bus.
2. Students should remain seated until it is time for them to leave the bus. They must use seat belts in those buses where available.
3. Any disturbing noise, including loud talking, is not allowed.
4. Students should sit normally, should not make disturbing movements, should not extend any part of the body out of the windows, and should not throw objects.
5. Eating is allowed on the bus as long as trash is left in the trash box at the front of the bus.
6. When leaving or approaching the bus, students should always look both ways down the street. Students should not run into the street from behind or in front of the bus.
7. Students must follow the directions of the bus monitors and drivers. Misbehavior on the bus may lead to suspension of transportation privileges.

## COMPUTER USE AND INTERNET RULES

All staff and students review and sign both an Internet Use Policy as well as a Computer Use Policy. Students will receive copies of the Computer Usage policies, and teachers will clarify the terms and conditions and ensure that any questions are answered appropriately. We will then expect students and parents to sign the forms indicating that they understand Lincoln's expectations and policies regarding responsible use of the network

### Internet Acceptable Use Policy

Access to the Internet through Lincoln School network connections or equipment is solely for educational purposes.

### Computer Use Policy

Use of LS Technology Equipment is solely for educational purposes.

### Payment for Damaged or Lost Property

Any student who, through intent or negligence, damages or loses school property will be held responsible and the parents will be required to pay a reasonable repair or replacement charge.

### Lincoln School Website

The Lincoln School Website address is [www.lsnepal.com](http://www.lsnepal.com) To retrieve confidential information from the school, the Login username is **snow** and the password is **leopard**.

We encourage you to communicate with the School as much as possible via e-mail. Each teacher as well as administrator has an e-mail address which is listed in the Lincoln Line.

Students in Grade 3 and above have regular access to the Internet for school projects, research and e-mail. At the beginning of each year, these students are asked to sign an Internet Use Policy Form in which they indicate that they understand the expectations for appropriate educational and ethical Internet use and will abide by these expectations. This use agreement can be found at the back of the handbook.

### Parent Responsibilities

Each culture has different expectations about the role of parents in the school of their children. Lincoln School believes that a quality education for children

requires that the school and parents work collaboratively as a team. There needs to be a shared vision between home and school to assure the continuity that a child needs. The more that you, as parents, are involved in not only the academic progress of your own children but in the life of the school, the stronger the connection between home and school. To strengthen this connection, we ask that you:

- Be in touch when issues or problems arise, please. It is best to go to the source, the teacher or administrator, with questions and concerns.
- Read the Newsletter.
- Return requests for information – health forms, emergency information, signed permissions slips etc. in a timely fashion.
- Help your child take responsibility for communication between home and school.
- Attend school events – UN Day, Concerts, Plays, etc. Your support is critical.
- Let us know immediately of any changes in address, phone numbers, e-mail addresses or medical status of your child.
- Parents are welcome to visit the classroom “at work”. As a courtesy, please contact the principal or teacher in advance before making a visit.

