

# 2025-2026 Student and Parent Handbook

LINCOLN STREET SCHOOL

*An Exemplary Educational Experience*

PARTNERSHIPS FOR STUDENT-CENTERED LEARNING



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## **Welcome to Lincoln Street School**

### **Purpose of this Handbook**

This handbook is designed to provide you with a guide to the academic and program requirements, in addition to the educational activities and procedures of Lincoln Street School. We hope you find it useful and that you keep it as a source of reference throughout the school year.

It is never too early to reflect on your personal educational goals for your child and his/her plans for the future. There are many things to consider when deciding which educational opportunity is right for your child. If at any time you have questions or concerns, please contact your supervising teacher or the main office at 530.528.7301

Lincoln Street School is a school of choice. That means you have selected us as your educational choice for your student as a personalized learning student. Let's work together to make your child's education a success.

### **A Brief History**

Lincoln Street School is a public charter school authorized by the California State Board of Education as a personalized learning independent study program serving students from Transitional Kindergarten through 8<sup>th</sup> grade. Lincoln Street School has been in operation since 1986 and was converted to a charter school in 2014. We are a public school chartered through Tehama County Department of Education. We provide high-quality educational choices to Tehama, Shasta, Glenn, Trinity, Mendocino, Plumas, and Butte Counties.

### ***Quality Education through Personalized Learning***

We believe every child can excel academically and personally. A personalized learning plan is developed for every child based on Common Core State Standards and the child's abilities, interests, and aptitudes.

### ***Independent Study***

Lincoln Street School's focus is based on a home-school model that expands educational opportunities for all our students. Parents are responsible for the day-to-day instruction of their children under the guidance and support of a credentialed teacher. Students meet weekly or bimonthly with their supervising teacher. Voluntary enrichment clubs and activities are offered weekly between October and April. Special Education services are provided for eligible students. Instructional classes are also provided by a credentialed teacher. There are additional opportunities for students to stay connected to their school and peers, as well.

### ***Credentialed supervising teachers***

The school employs highly qualified, state-credentialed educators to work with parents and students to design and implement a personalized instruction plan that fits the student's learning styles and educational goals.



## **Expectations of Students, Parents, and the School**

### **Independent Study**

The program is designed for students whose parents are actively involved in their child's education. The parents have a strong sense of what they want their children to study and are actively involved in the lesson planning, instruction, and correction of assignments for their children. Independent Study students, as well as their parents, have face-to-face meetings with their supervising teacher weekly or bi-weekly, but cannot exceed 20 school days. Meetings with the supervising teachers are a minimum of one hour per student, as determined as necessary by the supervising teacher. During these meetings, the supervising teacher reviews the student's assignments, collects work samples to include in the required monthly paperwork, discusses any problems or areas of concern that may have occurred during the learning period, and assigns, with parental input, the next assignments.

### **Independent Study Agreement**

In order to ensure a meaningful partnership that gives every child the best possible chance of success, each partner needs to be clear about what each reasonably expects of the others. We each have our roles to play and are entitled to expect certain things of one another. If each of the partners – parents, staff, and students – commits to these expectations, then the year will be a positive one and students will achieve their potential.

### ***What Can I Expect of My School?***

Lincoln Street School will:

- Provide the academic curriculum, resources, and materials.
- Ensure that every family is provided with a supervising teacher able to work effectively with the parent and student.
- Monitor and assess learning, holding family/student meetings frequently.
- Provide a personalized learning environment and curriculum.
- Ensure that each family is aware of the school's opportunities and expectations.
- Provide progress monitoring and interventions to foster learning.
- Provide a range of curricular and extracurricular activities.
- Provide ways for the parent/teacher to grow as an educator.

### ***What Does the School Expect of the Parents?***

Lincoln Street School expects that parents will support their child's learning by:

- Showing, through day-to-day activities, the value placed on learning.
- Setting high standards for teaching and student learning.
- Adhering, as a general rule, to a daily "school routine".
- Helping to maintain a balance between schoolwork and leisure time activities.
- Partnering with the school in meeting responsibilities for the academic program.
- Ensuring that the supervising teacher is fully informed of anything that may affect student progress.
- Attending parent development trainings provided by the school.

- Fulfilling responsibilities outlined in the home/school partnership.
- Ensuring the student participates in local and state-mandated testing.

### ***What Does the School Expect of My Child?***

Lincoln Street School expects the students will:

- Focus attention on learning during “school time”.
- Aim for the highest standards in quality of work.
- Take part in the extra opportunities/activities provided by Lincoln Street School.
- Participation in local and state-mandated testing.
- Actively participate in all meetings.

Lincoln Street School is dedicated to meeting the needs of each student. In order to accomplish this, we provide many support services. It should be noted that not every student would require all services.

- Educational Materials
- Additional Instructional Support
- Clubs
- Special Education
- Field Trips

### **Special Education**

The Special Education Department manages all paperwork related to the evaluation, monitoring, and implementation of special education services. Lincoln Street School offers a full continuum of services for all students who meet the criteria for special education or have an IEP (Individualized Education Program). The Special Education Department also works in conjunction with the Student Success Team to offer accommodation ideas and recommend referrals to special education assessment when merited. These students typically need classroom and testing accommodations and/or modifications, as well as direct instruction from a certified and /or licensed specialist.

A student with an IEP may participate in Independent Study if the IEP specifically provides for that participation. If Independent Study is requested by the parent, the IEP team shall make an individualized determination whether the pupil can receive FAPE (Free Appropriate Public Education) in an Independent Study placement.

### **Section 504 Plans**

Section 504 Accommodation Plans are available to students who have documented disabilities and need classroom and testing accommodations. There are no direct services available through Section 504 Plans.

### ***Student Success Teams***

The Student Success Team is a positive school-wide early identification process that occurs if prior additional instructional support has not been successful. Working as a team, the student, parent, teachers, and school administrator identify the student’s strengths and assets upon which an improvement plan can be designed. Concerns are seen as obstacles to student success and not descriptors of the student or their character.

## **Roles in the Student's Education**

### **Role of the supervising teacher**

Your supervising teacher has been assigned to you after careful consideration. The supervising teacher will contact you via phone to set up the initial meeting.

The supervising teacher is responsible for making student work assignments on a bimonthly basis and does so in partnership with the parent. If the parent has input he/she would like to cover during the month, the supervising teacher needs to be in agreement with the direction the parent wishes to go, must ensure it covers an appropriate amount of material, and aligns with the Common Core State Standards.

When planning out the semester and school year, the parent and supervising teacher need to discuss the student's goals and instructional needs. Because we are a public charter school, all curriculum must be secular in nature.

Accountability is an important component of the Independent Study Program. Assessments will be given regularly to help gauge student progress as a tool to guide instruction. Other periodic assessments may be brief, testing a condensed number of skills. Others, such as benchmarks, will be more in-depth. And, of course, the type and breadth of assessments chosen will vary with the grade level of the student and courses being taken.

A supervising teacher will be available to the family via email or phone daily during the school week to support the educational program of the student. He/she will assist in keeping families informed about upcoming fieldtrips, classes, events, and other opportunities.

The supervising teacher will:

- Develop a personalized learning plan for each student that incorporates the attainment of the Common Core State Standards.
- Assess skill level and learning style(s) of the student and help the parent choose assignments that are appropriate.
- Oversee academic, physical, and extracurricular education of the student.
- Meet with the parent and student, face-to-face, within the expected interval specified by the program designation.
- Assign work for each learning period.
- Maintain the Daily Engagement Record and student work samples.
- Suggest reinforcement of content when needed or requested.
- Answer instructional, pacing, and other school-related questions.
- Provide the parent with the needed logs/paperwork, which the parent is responsible for maintaining.
- Help the parent become a more effective teacher.
- Manage ongoing assessment and evaluation of student progress using multiple sources of information.

- Share opportunities available through Lincoln Street School, such as field trips and so forth, as well as opportunities within the student's county.
- Be available between meetings to answer questions and provide guidance on the learning plan.
- Select and save with each Independent Study Agreement representative samples of the student's completed and evaluated assignments once per subject, per month, to ensure satisfactory academic progress is tracked and documented.

### **Role of the Parent**

The Parent or Legal Guardian will:

- Follow the Independent Study Agreement, meeting with the supervising teacher on a scheduled basis.
- Provide an appropriate environment for the student to study.
- Participate with the supervising teacher in the development of the student's educational plan, including goals, objectives, and assignments.
- Along with the student, prepare a study schedule that incorporates family and educational responsibilities.
- Facilitate and enable the student's effective and successful study. This would include avoiding disturbances during study, such as phone calls, TV watching, and conflicting family duties.
- Supervise the student while following the plan as the student is working on assignments, making sure the student puts forth his/her maximum effort.
- Ensure the timely submission to the assigned teacher of all student work, completed assignments, and accurate records needed for the assessment of student progress and attendance accounting as specified in the written agreement.
- Notify the supervising teacher in advance if the regularly scheduled meeting needs to be cancelled for any reason or if you will be more than 15 minutes late.
- Participate in the student's instruction and assessment of learning skills mastery.

This may include the following:

- Assuming responsibility for supplied textbooks, instructional materials, supplies, and equipment.
- Reinforcing learning.
- Introducing curricular elements
- Making intermediate assignments
- Promptly checking student work for errors, which the student should then correct and return to the supervising teacher.
- Assessing learning regularly.
- Ensure the student's voluntary participation in and understanding of independent study and facilitate the student's transfer to traditional instruction when ready or when the student is not willing or not able to continue in independent study.
- Ensure the student participates in local and all required state testing.

### **Role of the Student**

Students will:

- Make regular, scheduled contact with the supervising teacher, as specified in the written agreement.

- Complete at least the assigned work by the due date, addressing specific learning objectives.
- Have the completed assignments available at meetings with the supervising teacher.
- Make an effort to participate in extracurricular activities, including social activities with other children and adults.
- Be responsible for other tasks that may be required to fulfill the written agreement.
- Participate in local and required state testing.

## **Procedures/Processes**

### **Process**

- An Intent to Enroll is filled out by the parent/guardian (available in print and online).
- A phone interview is conducted by a Lincoln Street staff member, and an orientation date is scheduled.
- Parent/Guardian and student attend a one-on-one orientation with the principal. Enrollment papers are given out after orientation is completed.
- Once all enrollment papers and supporting documents are turned in to the school, a supervising teacher will be assigned. The supervising teacher will contact the parent/guardian to set up the initial meeting, indicating their first day of enrollment.

### **Initial Meeting**

Your supervising teacher will be contacting you to set up an initial meeting. At this meeting, the student's Independent Study Agreement will be developed, outlining the student's personalized learning plan and course of study. Both the legally responsible adult and student must be present in order to sign and initiate the Independent Study Agreement. Schoolwork and attendance for each student may not be claimed until the Independent Study Agreement has been completed, signed, and dated by all responsible parties.

At this initial meeting, the following will occur:

- Development of the course of study is defined in the Independent Study Agreement.
- Determination of appropriate courses/classes.
- Determination of how academic progress will be measured.
- Determination of appropriate textbooks, instructional materials, resources, and tools, such as calculators and laptops.
- Discussion about procedures and parent/student responsibilities.
- Distribution of the required Daily Engagement Record and explanation of the procedure for documenting work.
- Initial work assignment, which may include a screening or diagnostic assessment.
- Sharing of Lincoln Street Schools' resources, including the school calendar, curriculum information, websites, enrichment clubs, and field trips.
- Determination of regular meeting times.



## **The Instructional Process**

### *Meetings with the supervising teacher*

- A face-to-face meeting – weekly, biweekly- which includes the supervising teacher, the parent/guardian, and the student.
- Video Conference – weekly, biweekly- which includes the supervising teacher, the parent/guardian, and the student.

If you need assistance between face-to-face meetings, please feel free to contact your supervising teacher.

Prior to each meeting, the family and the supervising teacher need to do the following:

- Review grades, when applicable, so progress can be discussed and support needs can be determined, if necessary.
- Review email or paper correspondence for any deadlines that pertain to the student.

At the meetings:

- The supervising teacher, the parent, and the student will discuss the progress of the student.
- Questions and concerns will be addressed.
- Attendance will be reviewed.
- The supervising teacher will assign work for the next learning period.
- The supervising teacher will collect all assignments to review for a work sample.
- Be sure the student's first name and last name, and the date are included on each sample. These items must be written in the student's handwriting. This is a California State mandate, not just a requirement of Lincoln Street School.
- Review materials if applicable.
- Review the next meeting date, time, and place.

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,

### **Assigning Work**

When completing the Independent Study Agreement, the supervising teacher and the family have already determined how often and when they will meet. You will be meeting weekly or bi-weekly, so holidays and other typical interruptions to the school calendar won't affect scheduling too much.

When assigning work, the supervising teacher will take into account:

- The student's grade level
- The student's instructional level
- Any special circumstances
- The number of school days during the work period
- The type of curriculum being used

Assignments are given according to pacing guides and addressing how long it takes your student to complete an assignment, but following minimum time allotments may assist you in the planning of your school day.

- Transitional Kindergarten: 180 minutes (3 hours) total per day
- Kindergarten: 180 minutes (3 hours) total per day
- Grades 1-3: 230 minutes (3 hours, 50 minutes) total per day
- Grades 4-8: 240 minutes (4 hours) total per day

### ***Correcting / Grading Work***

Although you, as the parent/teacher, will correct the majority of daily work, the supervising teacher is responsible for the evaluation of the work and the assignment of an overall grade for the work completed during the learning period.

### ***Work Assignment Sheet***

The supervising teacher, as part of his/her professional responsibilities, is responsible for assigning content aligned to grade level standards that is substantially equivalent to in-person instruction. It is recommended that if you already know exactly what direction you would like the learning period to take, discuss the overall learning plan and review it at your meeting with your supervising teacher. The supervising teacher will review the plans to ensure that pacing is appropriate and the Common Core State Standards are being adequately addressed.

### ***Turning in Work***

Completed work needs to be turned in weekly. Parents are responsible for recording grades and comments for the supervising teacher to review.

### ***School Closures***

In the event that the school cannot physically open, families are expected to carry on as normal, unless otherwise notified. School personnel will be available through email to answer any additional questions. The school may utilize virtual and telephonic means to provide instruction and support.

### ***Assignment Correlation with State Standards***

Fortunately, there are many paths to this goal.

The assignments provided by your supervising teacher are designed to move the student towards mastery of the Common Core State Standards. However, you may find that your child is intrigued with a topic that is only a small segment of the assignments given, and you feel it would be beneficial to spend more time on that topic. In cases like these, simply notify your supervising teacher that you think adjustments to the work assigned

are necessary. You and the supervising teacher can then determine if any other assignments need to be adjusted to accommodate the change.

The most important thing to remember in circumstances like these is that **proper documentation is critical!** Be sure to contact your supervising teacher in the event a change of assignments is desired.

### ***Reviewing Work***

During meetings, the supervising teacher will look at the entire previous learning period's worth of work. This is important for the next learning period; he/she can

- Help determine appropriate pacing.
- Help instruct/tutor the student on concepts showing a lack of comprehension.
- Reassign work or readdress concepts if mastery is not attained.
- Determine if intervention or enrichment is needed.

### ***Work Samples***

Work samples for every subject assigned are required for each month, regardless of the student's date of enrollment. For work such as sculptures, building an engine, and other less structural or paperless work, it is acceptable to submit a photograph, a video, or an audio sample as proof of work.

### ***Attendance Accounting***

We recognize that families may not evenly distribute work on assignments over weekdays. However, due to strict state law requirements for charter school attendance accounting, Lincoln Street School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Lincoln Street School is in session. This should not be read to prohibit schoolwork on weekends, and should not be read to dictate how a family distributes the student work assignment over the learning period.

### ***Daily Engagement Records***

In accordance with **California Education Code § 51747.5**, Lincoln Street School is required to maintain a Daily Engagement Record for each student for every day that school is in session. This record documents the student's participation in educational activities, verifies attendance, and is monitored by the supervising teacher.

Parents and students are expected to engage in learning activities each school day, as outlined in the Independent Study Agreement and assignments provided. Supervising teachers will review these records regularly to verify compliance, monitor progress, and ensure that students are on track to meet their academic goals. Families are expected to work closely with their supervising teacher to support accurate and complete documentation.

### ***Missed Assignments***

Our Independent Study Agreement states: When any student fails to complete 3 missed assignments during any period of 20 days or fails to make satisfactory progress, the

school will evaluate to determine whether it is in the best interest of the pupil to remain in independent study or return to a traditional school program. A written record of the findings on any evaluation shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record, which shall be forwarded to that school. A missed assignment is defined as a student completing less than 80% of the work in the learning period. Quality and quantity of work may be evaluated through this process.

### ***Satisfactory Educational Progress***

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
- Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board), and
- The English learner reclassification rate.
- Pupil engagement, as measured by all of the following, as applicable:
- School attendance rates,
- Chronic absenteeism rates, and
- Middle school dropout rates.
- The completion of assignments with a 60% or greater, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

### ***Tiered Reengagement***

Tiered Reengagement is triggered for the following:

- For students who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of our approved instructional calendar,
- Pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month, as applicable by grade span; or
- Pupils who violate their written agreement, the school shall have procedures, including the following reengagement strategies:
- Verifying current contact information for the pupil,
- Notifying parents or guardians of the lack of participation within one school day of the recording of a non-attendance day or lack of participation,
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.

- A clear standard for requiring a pupil-parent-educator conference to review the pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies requiring evaluation after missed assignments/lack of satisfactory progress.

A "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

### ***Truancy/Exit Procedures***

Students who fail to complete 80% of the work assigned or do not meet the satisfactory educational progress minimum (60%) in a learning period will be considered truant. Failure to attend prescheduled learning period meetings is also considered truancy. When an initial truancy is determined, the subsequent learning period will be set for no more than 10 days, and you will receive a letter of non-compliance. If a second truancy is determined, the subsequent learning period will be set for no more than 5 days, and a second letter of non-compliance will be issued. If the requirements of the contract are not met, the student will be exited from the program.

An evaluation of the appropriateness of independent study will be conducted when factors other than truancy indicate a review of program suitability is necessary. The evaluation will include the supervising teacher, parent, and/or any member of the administration. During the evaluation, the concerns will be addressed, as well as what has already been done, and recommendations will be made for the student's successful continuation with Lincoln Street School's Independent Study program.

A student who is exited from the program due to truancy is eligible for re-enrollment one year from the date of exit. The student must provide evidence of "good standing" for at least six months from the current school of enrollment.

### ***The Independent Study Agreement/Amending the Independent Study Agreement***

Our charter allows us to create and manage programs and services that provide individualized learning opportunities within the home and classroom. We can offer every student a personalized learning plan that will help assure success (called the Independent Study Agreement). We also ensure the personalized learning plan allows the student equal access to all well-defined and challenging curriculum, including the use of technology, as appropriate, to help support the teaching and learning process.

The Independent Study Agreement is a semester-long contract between the supervising teacher, the parent, the student, and Lincoln Street School, and it defines the responsibilities of each party.

In accordance with **California Education Code §§ 51747 and 51747.5**, the agreement must include:

- The manner, time, frequency, and place for submitting assignments and for reporting progress.



- The objectives and methods of study for the student's work.
- A statement of the resources and materials to be made available to the student.
- The process for the evaluation of work and the determination of satisfactory progress.
- A clear acknowledgment that a **Daily Engagement Record will be maintained for every day school is in session**, as required by state law.

There may be times when amendments to the Independent Study Agreement are necessary to ensure compliance with state requirements and to support student success.

### ***Assessments***

Supervising teachers are required to assess their students often. Parents and students are also encouraged to routinely evaluate the quality of assigned work.

Assessments may be scheduled within your monthly meetings. The following are some of the evaluation tools available for supervising teacher use:

- Writing Rubrics
- Standard Checklists
- Local Assessments (i.e., Star, Measures of Academic Progress (MAP), Lexia)
- State Mandated Tests

The supervising teacher may also assess student progress by:

- Asking the student what he/she has learned over the last learning period.
- Choosing problems from a work sample and asking the student to demonstrate how to complete the problems.
- Asking a primary age student to identify a letter, a number or a color.
- Listening to the student give an oral report or read an essay he/she has written.
- Other similar performance-based or alternative assessments.

Lincoln Street School expects all teachers to employ a wide array of assessment methods depending on the purpose of the assessment, what is being assessed, and how the assessment results will be used.

### **Group Activities, Field Trips, and Services**

Field trips are optional enrichment opportunities and require a signed permission slip. Please RSVP so that we can have accurate numbers. We try to provide a wide variety of experiences. Please visit our website at [www.lincolnstreetschool.org](http://www.lincolnstreetschool.org) for schedule and registration information. Also, click on the Destiny Quest link to browse our school library.

### **ParentSquare Communication Platform**

Lincoln Street School uses ParentSquare as the primary communication platform to keep families informed and connected. ParentSquare will be used for most school

announcements, reminders about assessments, upcoming events, and general updates throughout the school year.

Families will be assisted by the office manager during enrollment or orientation to ensure accounts are set up correctly. Parents are encouraged to check ParentSquare regularly to stay up to date and to ensure they do not miss important information from the school. This system allows the school to communicate in a consistent and timely manner with all families.

## **Curriculum and Resource Materials**

### ***Consumables and Non-Consumables***

Consumables are materials that can be used only once. Consumables that have been used do not need to be returned. Examples of consumables include:

- Supplies such as paper, pencils, paint, etc.
- Workbooks – those that a student writes in.

Non-consumables are materials that can be used over and over again. Non-consumables must be returned. Examples of non-consumables are:

- Teacher Editions
- Textbooks
- Manipulatives
- Microscopes
- Technology
- Educational games, videos

### ***Receiving Materials***

You will receive materials through your supervising teacher. It is important that you carefully check the list of all items and their designation as consumable or non-consumable. Your non-consumable items will have a bar code and will be checked out through our library system. This record will be used at the end of the school year or when you withdraw from Lincoln Street School, whichever comes first. If the materials are lost or damaged, families will be required to pay for them. You may return materials to your supervising teacher at any time throughout the year as you finish using them.

### ***Damaged/Lost/Non-Returned Materials***

The Governing Board recognizes that instructional materials are an expensive resource. Even though instructional materials are provided for use by students, they remain the property of the school. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be responsible for the reparation equal to the current replacement cost of the materials.

When materials are damaged but usable, the school shall determine a lesser charge.

If it can be demonstrated to the school's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the school may excuse the student/parent/guardian from payment of reparation.

**Assessment and Accountability Systems**

The following tests are required by the State of California. Each specific grade listed has an opportunity to demonstrate the student's learning. It is important to note that this is only one way to measure the growth of a student. We want each student to learn how to take tests and understand the value of this information. At Lincoln Street School, we try to make testing a positive learning experience. The test results are used to improve instruction and learning for every student.

- SBAC (grades 3-8) – Spring administration
- ELPAC (grades K-8, Initial/Summative): All students whose primary language is not English.
- Physical Fitness Test (grades 5 and 7) spring administration.

***Understanding the California Assessment of Student Performance and Progress Program***

The tests in the Standardized Testing and Reporting are an important part of the state assessment system. These tests are administered each spring to measure how well students in California public schools are achieving Common Core State Standards. These achievement tests target English-language arts and mathematics in grades 3-11. In addition, tests in science are given in selected grades. All students in grades 3-11 in California public schools must participate in the SBAC Program each spring. This includes students with disabilities and English learners.

## **Policies**

Lincoln Street School's Board policies are available on Lincoln Street School's website at [www.lincolnstreetschool.org](http://www.lincolnstreetschool.org).

### **Acceptable Use Policy**

Lincoln Street School provides staff, students, and parents with information about the privileges and responsibilities of using the internet, the school computer networks, and technology resources. An Acceptable Use Agreement has been adopted that is required to be read and signed by each student enrolled in Lincoln Street School and his/her parent/guardian as part of the registration/enrollment process.

### **Admissions Policy**

Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. Before admission, parents and students must complete the Admissions and Orientation Process that ensures parents and students understand the Charter School's desired outcomes, philosophy, program, and requirements. Students who fail to maintain adequate attendance may be dismissed from the school.

Admission preference will be given to 1) siblings of existing students; 2) transitional kindergarten and kindergarten, 3) Tehama County residents; and 4) all other applicants. After consideration of admission preferences, as provided herein, and in the event the number of students who wish to attend the school exceeds the school's capacity, a lottery system will be used to determine those elected to attend. The charter school shall comply with all laws establishing the minimum and maximum age for public school attendance. Students may not be concurrently enrolled in a private school while he/she is enrolled in Lincoln Street School.

Lincoln Street complies with all immunization requirements for school admission.

### **Eligibility for Promotion Requirements**

To enjoy the privilege of participating in the graduation ceremony at the culmination of the 8th-grade year, all students must have a cumulative GPA of 2.0 or higher in the 7<sup>th</sup> and 8<sup>th</sup> grades. Any student with a cumulative GPA lower than 2.0 will not participate in the graduation ceremony, but will have a Certificate of Middle School Completion (Diploma).

The cutoff for establishing the GPA for the 8th-grade year will be during the twenty-fourth week of the school year. However, students must maintain grade requirements up to the end of the school year to participate in the graduation ceremony.

### **Attendance**

The state of California mandates that students attend school. The parents are responsible for seeing that their child attends. It is imperative that the parent play an active role in their child's education by overseeing that work is being completed and checked for



completion, accuracy, and comprehension prior to the student meeting with his/her supervising teacher. The parent is required to attend partnership meetings with the supervising teacher and student.

### **Emergency Cards/Student Identification Cards**

Personnel of Lincoln Street School must have information on file to assist them in contacting the appropriate person(s) in an emergency. Parents must fill in the cards completely on both sides, including all pertinent health information and telephone numbers to call in an emergency. Please complete and return the cards to the office. Information on the emergency card is treated as confidential.

### **Discipline Policy**

The Rules of Student Discipline for Lincoln Street School are guidelines to ensure student safety and well-being at Lincoln Street School and school-sponsored events. A student will be subject to disciplinary action for designated acts if they are related to a school activity or attendance and occur at any time, including, but not limited to, any of the following:

- The student is on school grounds.
- The student is going to or coming from school
- The student is attending, going to, or coming from a Lincoln Street School event, test session, field trip, or any other school-sponsored activity.
- Students may be suspended or expelled from Lincoln Street School. Lincoln Street School's suspension and expulsion policy and process will comply with applicable state and federal laws. In addition, students may be suspended or expelled for non-compliance with the terms of the contract, or for causing Lincoln Street School to be in jeopardy of violation of any provision of law or any material violation of any of the conditions, standards, or procedures set forth in the Lincoln Street School petition.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Governance Board, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date no later than one year from the date of expulsion, when the pupil may reapply to the school for readmission.

See Suspension/Expulsion Policy on Lincoln Street School's website at [www.lincolnstreetschool.org](http://www.lincolnstreetschool.org).

### **Dress Code**

When attending Lincoln Street School classes or school-sponsored events (e.g., field trips, testing, or programs), students will be expected to dress in acceptable and modest attire conducive to learning and maintaining a respectful school climate.



Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The following basic guidelines should be followed:

- All clothing, including hats, must be free of depictions of violence, graffiti, racial comments, crude language, and references to alcohol, drugs, sex, gangs, or tobacco.
- No visible undergarments.
- No pajamas/sleepwear or slippers.
- Shorts & skirts must not be shorter than 3" from the top of the kneecap. No swim shorts.
- Shirts must be long enough to touch the top of the pants while standing. No crop tops, exposed midriff, or cleavage.
- Spaghetti strap tops or strapless tops are not permitted UNLESS layered under other clothing. Straps should measure at least 1 ½ " wide.
- Pants or shorts must be worn around the waist.
- No wearing pointed metal, lengthy chains, or sharp, studded jewelry.
- No bare feet.

It may become necessary at the judgment of the site administrator to modify the dress code in order to eliminate any distractions to the educational process.

### **Noncompliance**

Noncompliance by any student will result in the student being unable to participate until they follow the Dress Code Policy.

### **Tobacco Free School**

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

The Board prohibits smoking and/or the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles.

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device to circumvent the prohibition of smoking.

Tobacco products include:

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as a nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

### **Emergency Guidelines During School Closure**

In the event of a school closure, Lincoln Street School families are equipped to continue learning. The following are expectations during periods of closures for unforeseen circumstances:

#### **Family Contact**

- “Meetings” are still required and will be scheduled by your teacher through phone, email, video chat, or ParentSquare
- Meetings will occur regularly and are considered “Attendance.”
- It is imperative that your teacher talk or connect with the student **and** the parent.

#### **Meetings**

- Time will vary, but can be 15 minutes up to an hour long.
- Will include a general check-in (How are you doing?)
- Share new information about the school or the current situation
- What challenges have you faced (technology, completing work, communication, household necessities, etc.)? Is there anything we can assist with?
- How is schoolwork going? Any clarification needed? Help needed? Additional materials?
- Assigning of upcoming school work.

### **Work Expectations and Collection**

- We expect that students are spending a minimum of 2-3 hours on schoolwork each day, ensuring all subject areas are covered throughout the week.

- Please continue to grade/monitor student progress.
- Collect work to be turned in on a date to be determined by the supervising teacher.
- If your child is completing online work, please let your teacher know so that we can assist in tracking progress.

**Other**

- Teachers may have limited resources, but we will do our best to provide you with anything you may need.
- Check our website and Facebook page for additional information and “pop-up” events.
- A School-wide communication program will be used to relay important school information.
- Email is the most consistent form of communication for Lincoln Street Staff.

A list of additional Lincoln Street Policies can be found on the school website,  
[www.lincolnstreetschool.org](http://www.lincolnstreetschool.org).

**ACKNOWLEDGMENT OF RECEIPT OF  
LINCOLN STREETS SCHOOL'S  
STUDENT & PARENT HANDBOOK**

I acknowledge that I have read the Lincoln Street School's Student and Parent Handbook. I am fully aware of Lincoln Street School's program options, policies, and procedures as set forth in this document. I have reviewed the pertinent information with my child(ren) and we agree to abide by the policies and regulations described.

This acknowledgement will be placed in the official files. Kindly sign the copy of this acknowledgment and return it to the school office.

I have read the Student and Parent Handbook and agree to the policies and procedures herein.

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Student Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_