

Lincoln Elementary School Student Handbook 2024-2025

Dear Lincoln Families,

Lincoln Elementary strives to create an environment where all who enter our doors feel welcomed and included. All students have genius in them, and we are here to guide them in finding their academic and social strengths while we raise student achievement. We urge you to communicate regularly with your students and teachers to stay current with educational progress. Clear communication is the key to strong relationships. This handbook is the first step in providing that clarity.

The staff at Lincoln Elementary is committed to high expectations for all students. We are here to set the bar high, make sure students understand their target and hold them accountable for continuing to strive towards the goal of making the most of their education in every opportunity they are given! We appreciate your partnership in this endeavor and thank you for your continued support. Please become actively involved in your child's education. The time you spend will pay dividends in your child's future, as parent involvement makes a big difference in student achievement.

We appreciate you and our Lincoln family anticipates a terrific year.

Sincerely,

Mrs. McKenzie
Principal

Ms. Mauch
Assistant Principal

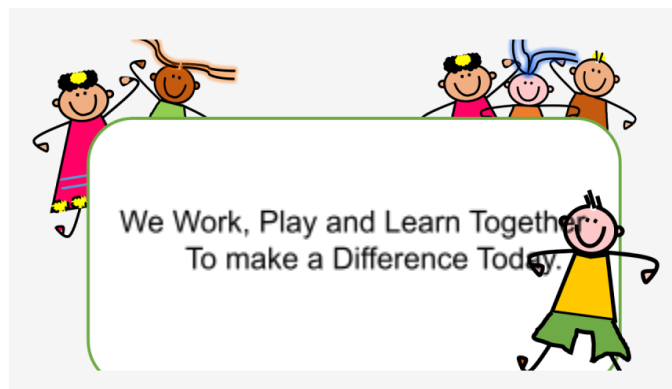


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Mission Statements

Lincoln Elementary Mission

We work, play, and learn TOGETHER to make a difference today!

TFSD Mission

Our Mission is to provide a quality education necessary for students to be successful in life.

Equal Opportunity

We do not discriminate on the basis of race, religion, color, sex, age, national origin or disability. The School District Office is accessible to the physically disabled. Interpreters for persons with hearing impairment, Braille or taped information for persons with visual impairments, can be provided upon five days' notice. For arrangements contact Kindel Mason, Director of Support Services, 733-8456, ext. 3753.

Special Needs

Lincoln Elementary School does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

All interested persons, including those with impaired vision, or hearing, may obtain information concerning the existence and location of Twin Falls School District services, including Section 504, special education, activities, and facilities that are accessible to and usable by persons with disabilities by contacting Kindel Mason, Director of Support Services, 733-8456 ext. 3753. To access TDD/TTY relay call 733-8456 and ask for the TDD/TTY phone number and state the approximate time the message will be sent for call 733-6900 and ask for the ADA Coordinator. 540 questions about Lincoln students should be directed to Ms. Samantha, Asst. Principal 733-1321.

Lincoln Elementary Directory

School website: <http://li.tfsd.org>

Office Staff

Principal: Cheri McKenzie
mckenziech@tfsd.org

Assistant Principal: Samantha Mauch
mauchsa@tfsd.org

Secretary: Mrs. Gina Aguilar
aguilarsh@tfsd.org

Counselor: Tara Stauffer
staufferta@tfsd.org

Kindergarten

Paula Miller Rm 1
millerpa@tfsd.org

Ms. Hannah Blair Rm 2
blairha@tfsd.org

Lisa Ruiz Rm 3
ruizli@tfsd.org

First Grade

Mrs. Nicole Mix Rm 5
mixmi@tfsd.org

Samuel Miller Rm 7
millersa@tfsd.org
mixni@tfsd.org

Lynn Blackwell Rm 8
blackwellly@tfsd.org

Second Grade

Jessica Agundez Rm 9
agundezje@tfsd.org

Patricia Eiler Rm 11
eilerpa@tfsd.org

Ms. Amy Valentiner Rm 12
valentineram@tfsd.org

Third Grade

Gail Joy Rm 18
joyga@tfsd.org

Ashley Shobe Rm 19
shobeas@tfsd.org

Vida Myers Rm 20
myersvi@tfsd.org

Fourth Grade

Jenny Whitworth Rm 22
whitworthje@tfsd.org

Abigail Stephens Rm 23
skinnerab@tfsd.org

Rose Pavlicek Rm 24
pavlicevro@tfsd.org

Fifth Grade

Peggy Nickerson Rm 14
nickersonpe@tfsd.org

Lynn Wilson Rm 15
wilsonly@tfsd.org

Specials

Ron Boone - Physical Education

Rebecca Emery - Library
emeryre@tfsd.org

Jaclyn Thompson - Music
thompsonjac@tfsd.org

Ms. Kenya Anderson- Technology
andersonke@tfsd.org

Support Staff

Martha Fiala - ML

filama@tfstd.org

Krysta Morrison- ML

morrisonkr@tfstd.org

Lodie Steen - Newcomer Liaison

steenlo@tfstd.org

Michelle Lythgoe - Title 1 Reading/Math

lythgoemi@tfstd.org

Stephanie Clark - Instructional Coach

clarkst@tfstd.org

Nicole Hernandez - SPED Teacher and
Case Manager

hernandezni@tfstd.org

Amber Riley-MooreSpeech/Language
Therapists

rileyam@tfstd.org

Twin Falls School District Dress Code Policy

It is the desire and intent of the Twin Falls School District to adopt a dress code to create an environment in our schools that is conducive to learning. The student dress code supports the idea that students should learn to follow guidelines related to their apparel and appropriate attire, as they would in a workplace. This means students are to dress in such a manner that their clothing or grooming does not jeopardize the health and/or safety of themselves or others and does not interfere with the educational mission of the District. It is our belief that schools are professional learning environments that necessitate appropriate attire.

Students are to observe the following guidelines regarding their attire:

1. In general, clothing should cover the torso from armpit to armpit and extend down to mid-thigh. Tops must have shoulder straps that are at least two inches in width.
2. See-through, torn, or mesh garments must have appropriate coverage underneath that meets the minimum requirements described above.
3. Pants must be worn at hip-level or higher. Clothing should not drag on the floor.
4. Appropriate footwear depending on the educational setting is required. Classes and activities that may have more stringent requirements include but are not limited to PE, Science, and CTE classes.
5. Students are prohibited from wearing or displaying any clothing, accessories, jewelry, piercings or tattoos, that depict allude to, or promote any of the following: 3260-2
 - Drug usage, including alcohol and tobacco;
 - Controlled substances of any kind;
 - Drug paraphernalia;
 - Gangs;
 - Violence, hate groups, racial separation;
 - A hate group is defined as a group whose primary purpose is to promote animosity, hostility, and malice against persons belonging to a race, religion, disability, sexual orientation, or ethnicity/national origin that differs from that of the members of the organization.
 - Sexually explicit, lewd, indecent, profane or offensive material; or
 - Illegal acts.

6. Excessive or extreme make-up, jewelry, accessories, or piercings that become a distraction or are prohibitive to the learning environment are not allowed.
7. Gloves, mittens or other garments that cover the hands are not allowed to be worn in the school building.
8. No pajamas or sleepwear are allowed.
9. Hats, head coverings of any kind (including wearing the hood of a garment on one's head) and sunglasses are not allowed to be worn within the school building.
10. Spikes, chains, wallet chains, studs, bolts, dog collars, needles, pins, sharp objects, or other jewelry deemed unsafe are not allowed at school.

There may be accommodations to the dress code policy for religious or health reasons.

Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements may be made for their proper attire.

The building administrator or designee may determine appropriate attire options for special activity days.

LEGAL REFERENCE: Idaho
Code Section 33-506
Adopted:6/13/22



Parent/ Student/ School Compact

Очень важно. Пожалуйста, найдите переводчика.

Hii ni muhimu sana
Tafadhali tafuta m
wa kutafsiri.

Esto es muy importante. Por favor encuentre a alguien que lo traduzca.

Ovo je vrlo važno. Molimo vas, nađite nekoga da vam ovo prevede.

請找人翻譯

هذا هام جداً.

من فضلك ابحث عن شخص ليترجم لك.

...

By yugayem kerayim...
школа переводите толку.

این خیلی مهم است. لطفاً بکنفر

را پیدا کنید ترجمه کنید.

Lincoln Elementary 2024-2025 Parent/Student/School Compact

Parent Responsibility

- **Communication-** Attend scheduled conferences and meetings with staff. Let the school know about any characteristics, problems, or medical concerns pertinent to your child. Read notes and respond in a timely manner. When you have a concern or problem, contact the persons involved and discuss the matter.
- **Support Learning-** Check for homework and progress reports on a regular basis. Provide a time and place to do homework, and check to see that it is being done. Guide and encourage your child to do well. Strive for your child to have 100% attendance, including no tardiness or early pick-ups.
- **Provide Mutual Support-** Volunteer and visit the school as often as possible. You are always welcome! Attend Parent-Teacher Student-Led conferences. Attend organized events.

Student Responsibility

- **Responsibilities-** I will strive for 100% attendance, including no tardiness or early pick-ups. I will treat all school staff with respect. I will treat my fellow students with respect. I will follow all school rules and procedures responsibly. I will give my best effort at schoolwork, even when it seems difficult. I will pay attention in my classes, and participate in class activities. I will ask for help when I need it. I will complete all homework assignments.

School Responsibility

- **Communication-** Rules and expectations will be sent home at the start of the year, both schoolwide and classroom. Academic progress reported regularly- formal reports at midterm and the end of the quarter. Phone calls and e-mails will be returned in a timely manner. (The same day if possible.) Important correspondence will be sent home with "Translation Border". The school will provide home language options on school and district webpages.
- **Support Learning-** Teachers will teach the district curriculum, as developed, and will provide a progressive and quality education with technology integration. Teachers will provide a safe, respectful, and responsive school environment. Teachers will use effective instructional strategies. When needed, and when possible, teachers will provide students will receive additional instructional time in the form of summer school and Title One teachers.
- **Provide Mutual Support-** The school will survey parents for input. The school will make phone calls when there is a problem or concern. The school will provide programs, activities, and events that encourage learning and are of interest to students and families. The school will provide training to parents, on the classroom subjects, when requested.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

C'est important. Si vous plait,

這非常重要

이 것은 매우 중요한 내용입니다. 영어를 하시는 분에게 반드시 번역을 해달라고 하십시오.

Toto je velmi důležité. Najděte prosím někoho, kdo to přeloží.

これは大変重要なものです。
ご、どなたかに翻訳して頂いて下さい。

Tài liệu này rất quan trọng.
Xin tìm người thông dịch dùm.

2024-2025 Bell Schedule

7:35 am Doors Open for Breakfast
Playground Supervision Begins

7:55 am First Bell Rings - Students in line and escorted to class.

8:00 am Teaching and Learning begins

2:00 pm Dismissal on MONDAYS for Collaboration

3:00 pm Dismissal on Tuesday-Friday



Lincoln Elementary Drop-Off and Pick-Up Protocol

In an effort to keep Lincoln a safe place for all students, we would like to clarify the procedures for dropping off and picking up students from school:

- Supervision on the playground is provided at 7:35 am. There will be 3-4 staff members available to assist students on the playground until school begins. Students should only show up after this time. They may enter through the school's back doors (blacktop) at 7:35 to have breakfast in the cafeteria. Students must arrive by 7:50 to receive breakfast.
- Thank you for minimizing congestion by staying off the playground. If students are arriving or leaving by car, please drop them off or pick them up behind the school on Castleford Street. Upon arrival, students will then play on the playground or go inside for breakfast through the back doors (black top).
- Please do not park or pick up students in the bus lane on Castleford. We have four school buses and we need to keep the bus area open. Do not park past the crosswalks.
- **Thank you for not using our staff parking lot.** We have limited space, and our teachers need to be able to park there in the mornings.
- Parents entering the school for appointments will need to check in at the office for a visitor pass. Please complete a background check if you haven't done so:
<https://apps.raptortech.com/Apply/MjYyOmVuLVVT>
- To keep our school and playground safe, please drop off and pick up your children at one of the designated areas and then allow the staff to provide supervision:
 - ☐ Sidewalk on Buhl St. by Kinder (for **Kinder only**)
 - ☐ Crosswalk on Castleford and 3rd
 - ☐ Brown Storage Shed on the blacktop (in-person meeting place for parents, students, siblings)
- Leave all toys at home. Some toys might be considered unsafe or threatening, such as toy guns, knives, etc. Help us keep this unneeded worry from our school grounds by reminding your children.
- We understand that plans change during the day. Please call the office before 2:00 with any communication for your children to change after-school plans. This provides us time to get messages to them.

Thank you for your assistance in keeping your children safe. If you have any questions, please talk to the office. Our staff is happy to help!

Mrs. McKenzie, Principal
Ms. Mauch, Assistant Principal
Mr. Nickerson Counselor
Mrs. Aguilar, Secretary
Mr. Hayes, Security



Behavior Intervention Support Plan

The Lincoln Elementary School's behavior intervention plan is based on reinforcing positive behavior. Staff, Student Leaders, and Parent Leaders all play a vital role in developing and maintaining a positive and productive atmosphere. The implementation of this behavior plan will focus on educating Student Leaders about making the right choices. Fair, firm, and consistent application of the policy is expected and Student Leaders will be made aware of the consequences of poor choices. However, it is equally important that each situation be carefully evaluated. In dealing with each incident, Adult Leaders will keep in mind that the purpose of discipline is to strengthen positive behaviors, empowering the child to learn to choose appropriate behavior in the future.

The steps we take to carry out our school-wide behavior intervention plan include the following:

Student Behavior







Step 1: Define Common Behavioral Expectations

All staff will define behavioral expectations and provide "the why" behind our expectations. All staff will acknowledge that behavior expectations are not occurring due to "skill deficits," but instead due to one or more of the following:

- Students do not have appropriate skills yet.
- Students have not been taught specific procedures and/or routines.
- Skills have not been taught in context.
- Students don't know when to use skills.
- Skills have not been reinforced.
- Students are trying to communicate something and/or meet a need.

General Student Expectations

- Students will keep non-school items at home (i.e., toys, games, skateboards, make-up, etc...).
- Real, realistic-looking, and toy weapons are prohibited.
- Students who bring a personal communication device to school must keep it silent; no alerts, notifications, vibrations, or rings are allowed. Students must keep it in their backpacks or turn it into their classroom teacher. The smartwatches can be worn, if and only if the student's watch is in School Mode, where the student cannot use the regular functions of the watch and its intent is for tracking purposes. The school is not responsible if it is stolen or broken. If it is seen or heard during school
- If a device makes any noise, then staff will collect the device and send it to the office, where it can be collected at the end of the day. For the following offenses, after the first, parents/ guardians have to pick the device up at the front office. Appropriate discipline will be determined by the administration.
- Takis, chips, candy, soda, etc. are prohibited unless previously authorized by the administration. Food is not permitted on the playground.
- Students are not to be in the halls or office without a hall pass. This is for everyone's safety.

Expectations	Lunchroom 	Playground 	Hallway/Stairs 	Restroom 	Bus 	Assemblies 
Learner Habit 1 Be Proactive Habit 2 Begin With the End in Mind Habit 7 Sharpen the Saw	-Use good manners -Raise hand and wait to be excused by an adult	-Play games fairly -Invite friends to play	-TEAM Line -Have a hall pass	-Respect the privacy of others -Stay in your personal space	-Lead by example	-Participate respectfully
Empowered Habit 1 Be Proactive Habit 8 Find Your Voice	-Clean up your area -Be respectful to your neighbors	-Have fun -Be a kind friend -Use equipment appropriately -Pick up trash	-See the good -Keep hallways clean -Show kindness and patience -Encourage others	-Flush -Wash with soap and dry hands with a paper towel -Report problems or vandalism to an adult	-Show respect with your voice, body, and attitude	-Support the participants -Celebrate appropriately
Attentive Habit 1 Be Proactive Habit 5 Seek First to Understand, Then to Be Understood	-Voice Level 1 or 2 -Dump tray carefully -Be aware of your surroundings	-Voice Level 4 -Line up when the bell rings -Listen for adult directions	-Voice Level 0 -Listen to and acknowledge adults in hallway	-Voice Level 0 -Throw away trash in the garbage can -Keep water and soap inside the sink	-Voice Level 2 -Voice Level 0 when bus driver is talking	-Voice Level 0 -Eyes and ears on the speaker
Determined Habit 2 Begin With the End in Mind Habit 3 Put First Things First	-Get seated quickly -Eat	-Choose a fun activity -Try something new	-Be where you are supposed to be -Walk with purpose	-In and out -Act, flush, wash, dry, and leave	-Get on and off the bus quickly and quietly	-Enter/exit quietly -Sit appropriately
Safe Habit 1 Be Proactive Habit 4 Think Win Win Win Habit 6 Synergize	-Walk in a TEAM line -Stay seated while eating -Keep hands and body to yourself	-Stay in personal space -Follow the rules of the games -Line up in TEAM lines	-Walk on the right side -Walk up/down one stair at a time -Use handrails appropriately	-Walk -Use stalls appropriately	-Sit on the seat with feet on floor -Keep hands to yourself	-Stay in your own personal space -Enter and exit in TEAM line

We work, play, and learn TOGETHER to make a difference TODAY.

Parent Expectations

	Resources	Communication	Health and Safety
Learner	<ul style="list-style-type: none"> Lincoln Facebook Page Lincoln Elementary Webpage TFSD Website 	<ul style="list-style-type: none"> Read grade-level newsletters, emails, dojo, or remind 	<ul style="list-style-type: none"> Only authorized individuals can check out students. Read and follow drop-off and pick-up protocols.
Empowered	<ul style="list-style-type: none"> Counseling services or 208-733-1321 	<ul style="list-style-type: none"> Join PTO to have a voice in decision-making. Attend and participate in student-led conferences in October and March. 	<ul style="list-style-type: none"> Bring photo identification when checking out students or visiting the school.
Attentive	<ul style="list-style-type: none"> Lincoln Facebook Page Lincoln Elementary Webpage TFSD Website 	<ul style="list-style-type: none"> Know your teachers' plans for parties and celebrations. Teach your child appropriate use of technology. Read and sign technology agreements. 	<ul style="list-style-type: none"> Keep emergency contact information updated in PowerSchool.
Determined	<ul style="list-style-type: none"> Write your students' names on coats/jackets. Frequently check lost and found. Unclaimed items are donated at the end of the semester. 	<ul style="list-style-type: none"> Get a background check to be a volunteer for various activities and field trips. Make appointments with teachers and administration. 	<ul style="list-style-type: none"> Soda and candy are reserved for celebrations. Chips may be packed in lunches only.
Safe	<ul style="list-style-type: none"> Mid-Columbia Bus Company 733-8003. 	<ul style="list-style-type: none"> Communicate concerns with the teacher first before 	<ul style="list-style-type: none"> Video surveillance is used for safety and security

	<ul style="list-style-type: none"> Contact the bus company for routes, rules, and issues. 	making an appointment with the administration.	purposes. Parents are not allowed to see footage if other students are in view.
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Step 2: Provide Positive Reinforcement

All staff members work to have a 5:1 positive-to-corrective ratio with students.

All Staff members commit to positively responding to student demonstrations of school-wide expectations.

All staff members recognize that reinforcement systems do the following:

- Focus attention on desired behaviors
- Increase the repetition of desired behaviors
- Foster a positive school culture
- Reduce the amount of time on discipline
- Increase instructional minutes

School-wide positive reinforcement methods include:

- Golden Lion
- Individual and whole classroom systems (i.e. token economies, dojo points, class bank account, calling out the gold, etc.)
- Administrative rewards (i.e. time with adults, golden lion lunches, activities, extra recess, assemblies)

Step 3: Use Interventions to Redirect Behavior

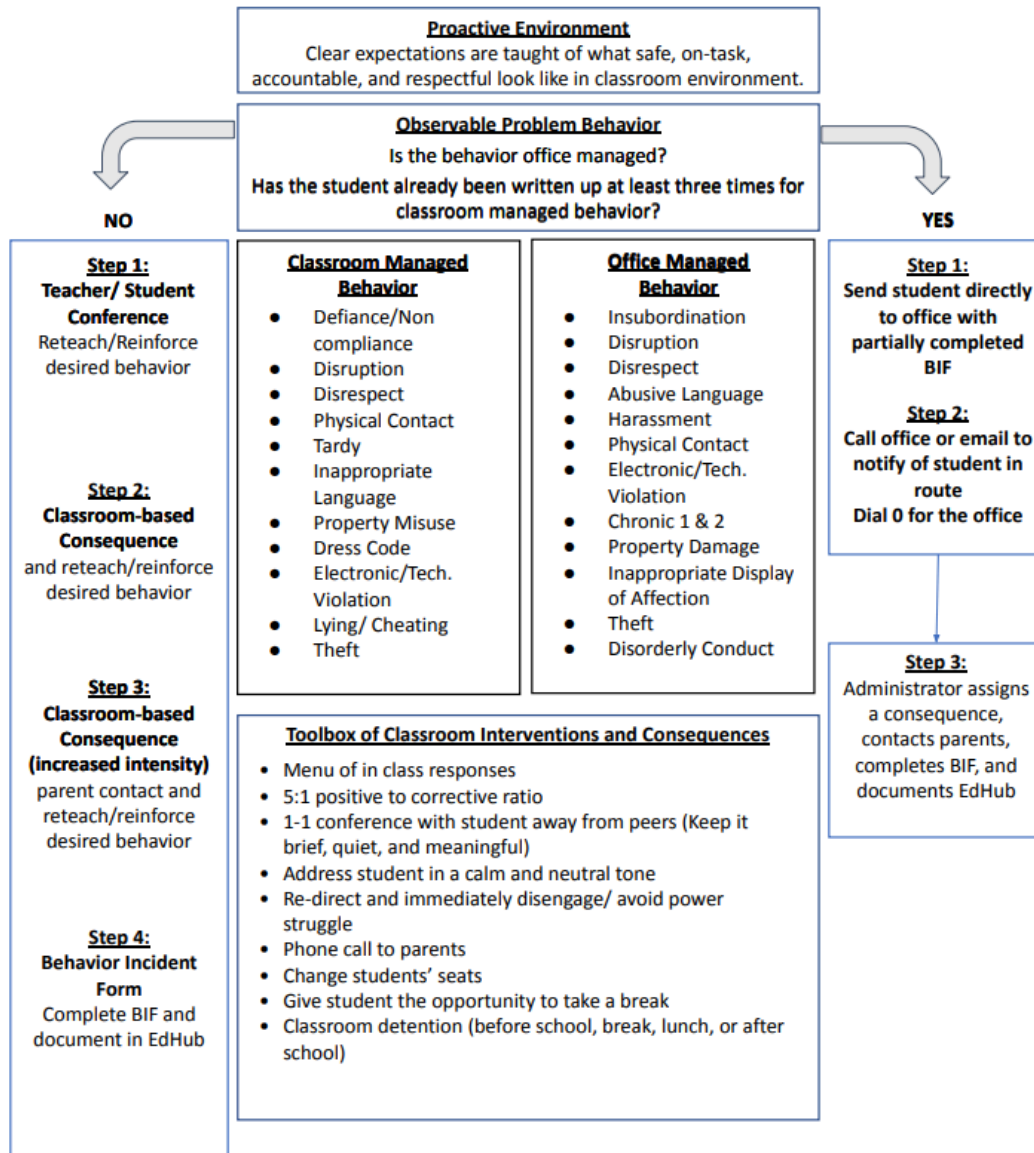
We use a Multi-tiered system of support to meet the unique and diverse needs of each student.

We use researched based interventions including:

- Proactive Classroom Management Strategies such as leadership jobs and morning meetings.
- Restorative practices
- Tier 2 and 3 supports

We define staff-managed versus administrator-managed behavioral support. Anytime a student's safety is at risk or the student's behavior is affecting instruction, an administrator should be called for support to prevent escalation.

Minor and Major Behavior Flowchart



Minor and Major Behavior Definitions

Minor

- **Defiance/Non-Compliant:** Student engages in brief or low-intensity failure to follow directions or talks back.
- **Disruption:** Student engages in low-intensity, but inappropriate disruption.
- **Disrespect:** Student delivers low-intensity, socially rude or dismissive messages to adults or students.
- **Physical Contact:** minor pushing, shoving, horseplay
- **Tardy**
- **Inappropriate Language**
- **Property Misuse**
- **Dress Code**

- **Electronic/Tech. Violation:** 1st time
- **Lying/ Cheating:** The student delivers message that is untrue and/or deliberately violates rules.
- **Theft:** 1st time

Major

- **Insubordination:** Student engages in refusal to follow directions or talks back.
- **Disruption:** Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
- **Disrespect:** Student delivers socially rude or dismissive messages to adults or students.
- **Abusive Language:** Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
- **Harassment:** The delivery of disrespectful messages in any format: gender, ethnicity, sexual, race, religion, disability, physical characteristics, or other protected class. These subtypes are based on documentation from the U.S. Office of Civil Rights.
- **Physical Contact:** Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
- **Electronic/Tech. Violation:** 2nd and following times
- **Property Damage:** Student participates in an activity that results in destruction or disfigurement of property.
- **Inappropriate Display of Affection**
- **Theft:** Documented 2nd and following times
- **Disorderly Conduct:** Throwing objects, room clear, possible law enforcement involvement

Attendance Policy and Expectations

Studies have shown students who miss nine days of each year are at far greater risk of academic failure and dropout than students who attend regularly.

Students should arrive on time each day ready to work and engage with learning. Students who are struggling to meet this expectation will be given appropriate supports to make changes and find success. We will partner with families to develop goals and plans to support all students, regardless of their learning challenges. Please review the following information as it pertains to attendance and academic achievement.

Students with chronic absenteeism will be referred to the Twin Falls County Youth Service Center and could be put on an Attendance Contract.



Cheri McKenzie
Principal

Lincoln Elementary

A National Schoolwide Title I Distinguished School
238 Buhl St. N. Twin Falls, Idaho 83301
208-733-1321



Samantha Mauch
Assistant Principal

Attendance Contract

As established by Idaho Code 33-206 and Twin Falls School District policy, it is the parents' responsibility to make sure their child is in school and on time every day. Excessive absences and tardies without the consent of the student's parent/guardian or school officials or without the consent of the parent for an invalid reason will be considered truant. District policy states, "Valid reasons for being absent from school include illness and purposes considered essential to the family operation (e.g., death, divorce)."

Excessive absences and tardies affect your child's education. Therefore, you will be notified when your child has reached 7 absences and/or 11 tardies. If your child continues to be absent, you will be contacted again at 11 absences and/or 14 tardies and expected to work with the Twin Falls Youth Service Center (TFYSC). If absences continue after a referral, a meeting may be set up to discuss the attendance concerns. Upon implementation of an attendance contract, and the attendance concerns persist, the case will be turned over to Diversion.

1. We agree to work on the following goals:
 -
2. If this goal is met, we will achieve the following:
 -
3. Supports: To support the transition from being home to being in school more often,
 - The school will:
 - The family will:
 -
4. Dates effective: This contract will begin on _____ and remain active until _____.

We have read the above information and discussed the student's excessive absences. We will do everything we can to ensure that he/she is at school and on time in accordance with this contract. We also understand that if the excessive absences continue without efforts to meet the terms of this contract, then further action will be taken.

Administrator

Date

Parent

Date

Student

Date

How Sick Is Too Sick for School?

In general, children are too sick to come to school when:

- They are contagious.
- Their symptoms are serious enough to prevent them from focusing on the tasks they need to do there.

Use the Checklist to determine whether to keep your child home from school.

	Yes	NO
1. Does your child have a fever of 100 or higher?	_____	_____
2. Has your child vomited two or more times in the 1st 24 hours?	_____	_____
3. Does your child have diarrhea?	_____	_____
4. Are your child's eyes crusty, bright red, and/or discharging yellow or green fluid?	_____	_____
5. If your child complains of a sore throat, is it accompanied by fever, headache, stomachache, or swollen glands?	_____	_____
6. If your child complains of a stomach ache, is it accompanied by fever, vomiting, diarrhea, lethargy, sharp pain, and/or hard belly?	_____	_____
7. Does your child have a persistent, phlegmy cough?	_____	_____

If you have answered yes to any of these questions, please keep your child home from school and consider seeking medical attention.

Your child could have a serious or contagious illness.

Keep your child home until he or she has been symptom-free for at least 24 hours or until the doctor indicates that he or she can return to school.

If children have a cold, headache, or stomach ache that is not accompanied by fever, vomiting, or diarrhea, they can probably come to school.

If children have a rash, it could be contagious. Please seek medical advice before allowing your child to come to school.

Earaches are not contagious. Children can come to school as long as they can concentrate on their work.

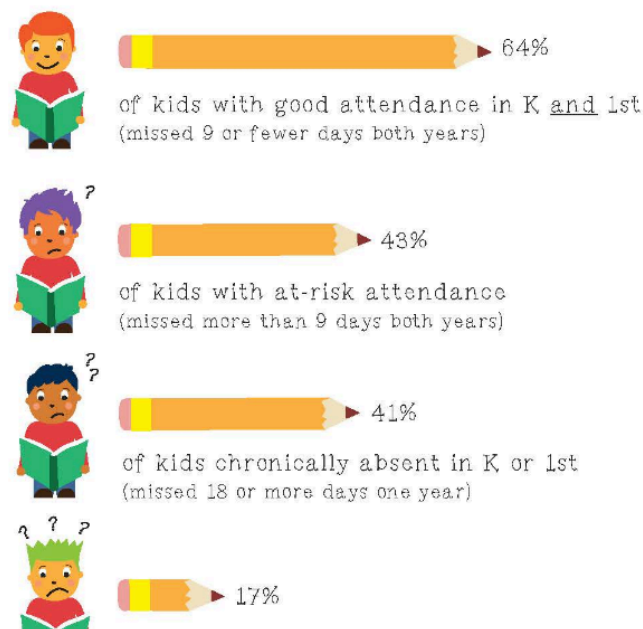
Once your child has been treated for lice, he or she can return to school.

Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?



ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.



Student Medication Policy

See Board Policy 3510 for details

<https://www.tfsd.org/school-board-2/policy-manual/>

While immunization records are required for school enrollment, Idaho law (IC 39-4802) allows a parent/guardian to claim an exemption from immunization requirements for their child for medical, religious, or other reasons. All exemptions must be made in writing; parents/guardians may submit a signed statement or complete an immunization exemption form if they do not wish to have their child immunized. A medical exemption requires the signature of a licensed physician and certification that the child has a medical condition that prevents them from receiving required vaccinations. A parent or legal guardian must complete the following document and follow all guidelines outlined in policy 3510.



Twin Falls School District #411 Support Services
301 Main Ave. W
Twin Falls, ID 83301

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MEDICATION ORDER FORM

SCHOOL: GRADE: TEACHER: DATE RECEIVED:

It is the policy of our school district to maintain signed orders for each prescription or non-prescription drug that school personnel are asked to dispense to students during school hours. This must be renewed each school year. The following form must be completed, signed, and returned to the child's school office before any medication can be dispensed.

STUDENT NAME: DATE OF BIRTH:

PARENT/GUARDIAN NAME:

DIAGNOSIS (OR REASON FOR MEDICATION):

PHYSICIAN'S NAME: OFFICE PHONE:

MEDICATION NAME:

ROUTE OF ADMINISTRATION: ORAL TOPICAL INJECTION DROPS

DOSAGE TO BE TAKEN:

HOW OFTEN (OR AT WHAT TIMES):

POSSIBLE SIDE EFFECTS (IF SIGNIFICANT):

SPECIAL INSTRUCTIONS:

I give my permission for my child to self-administer under the supervision of school personnel the medication described above. I shall indemnify and hold harmless the District and its employees or agents for legal fees, costs, and any potential damages concerning self-administration of this medication arising out of any claims brought by the above-named child or anyone else.

PARENT/GUARDIAN SIGNATURE: DATE:

THE FOLLOWING MUST BE COMPLETED BY A PHYSICIAN FOR PRESCRIPTION MEDICATION

I am recommending that the above-named student be allowed to self-administer or have the medication administered to them by trained school personnel the medication described above.

CONDITIONS UNDER WHICH SELF-MEDICATION WILL TAKE PLACE (IN THE INSTANCE OF EMERGENCY RESCUE MEDICATION):

- ☐ Independently (the students must have had training and be proficient in self-administering medication, the student will be allowed to carry the medication with them)
- ☐ Under the supervision of school personnel (medication will be stored in the school office)
- ☐ Administered to them in emergency situations

Substance Abuse Policy & Procedures

The complete policy is available at
<https://www.tfsd.org/school-board-2/policy-manual/>

The Board recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the school environment.

The District may initiate discipline according to the District's Student Discipline policy and/or prosecution of a student who possesses or uses tobacco in violation of this policy.

Definition For the purposes of this policy, tobacco use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, and other smoking products specifically including electronic cigarettes, electronic nicotine delivery systems, or vaporizer smoking devices.

THE FOLLOWING IS A BRIEF DESCRIPTION OF THE DISTRICT POLICY:

Students attending school in this District will not use, possess, sell, buy, or distribute drugs, including alcohol, tobacco, controlled substances, or related paraphernalia, on school premises. Any student will violate the District's drug, alcohol, and tobacco use policy when:

1. He or she is on school premises, evidencing behavior that creates a reasonable suspicion that he or she may be illegally under the influence of drugs;
2. He or she admits to using, possessing, selling, buying, or distributing drugs on school premises;
3. He or she is found to use, possess, sell, buy, or distribute drugs, or related paraphernalia, on school premises;
4. He or she is found to possess drugs, or related paraphernalia, or to have such substances on his or her person, or in his or her locker, vehicle, or other property on school premises;
5. He or she is found to knowingly attempt to use, sell, buy, or distribute drugs or related paraphernalia on school premises;
6. He or she is found to knowingly be present when drugs or related paraphernalia are being used, sold, bought, or distributed on school premises.

ALCOHOL OR CONTROLLED SUBSTANCES: VOLUNTARY DISCLOSURE

Any student who voluntarily discloses using or being under the influence of alcohol or any controlled substances before he or she is reasonably suspected to be in violation of the law and this policy will be provided anonymity to the extent that:

1. Disclosure is held confidential on a faculty need-to-know basis; and
2. Notification of the disclosure and availability of counseling is provided to the student's parent/guardian.

ALCOHOL OR CONTROLLED SUBSTANCES: REFERRAL TO LAW ENFORCEMENT

Once a student is reasonably suspected of being in violation of the law and this policy regarding alcohol or controlled substances, regardless of any previous voluntary disclosure, the building principal or designee will immediately notify the student's parent or guardian and report the incident to the local law enforcement agency.

ENFORCEMENT PROCEDURES

1. Suspension/Expulsion
2. Referral to Law Enforcement
3. Search and Seizure
4. Parent Contact
5. Conduct Contract
6. Drug, Alcohol, and Tobacco Assessment/Treatment

NON-DISCIPLINARY PROCEDURES

Non-disciplinary procedures will apply to students who self-refer or who are referred by parents, peers, staff, or through other referrals. Students who voluntarily reveal to professional staff members that they have been or are involved in the use of controlled substances/drugs, and students who turn in controlled substances/drugs to a staff member for disposal will have the confidentiality and

anonymity of their communications fully respected. Individuals who are concerned about a student's behavior or possible chemical involvements should contact the Student Assistance Specialist and/or school administration.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The full FERPA document can be found at <https://www.tfsd.org/school-board-2/policy-manual/>

Twin Falls School District Student Opt-Out Form

This form must be completed and returned to the Twin Falls School District in order for your child to be excluded from having his/her directory information released. This form must be completed and returned to the Twin Falls School District Office, 201 Main Ave. W.

I request to exclude the release of directory information (name, address, phone number, participation in school activities and sports, honors and awards, height and weight of athletic team members, dates of attendance, school, grade, photographs, and other images) about my student. I understand this means exclusion:

*from school documents that typically are made public, such as: yearbooks, alumni directories, graduation programs, honor roll and other recognition lists, and sports activity and theatrical programs;

*of my student's directory information from other documents relating to school-related organizations and activities and from county agencies;

*from any Twin Falls School District videotape, motion picture, audio recording, television, website and still photograph productions.

Student's Name (Please Print): _____

School Name (Please Print): _____

Parent's Signature: _____

Date: _____

Media Opt-Out

I would like to request to exclude my student from involvement in television, newspaper articles or other forms of media.

Student's Name (Please print): _____

School Name: _____

Parent's Signature: _____ **Date:** _____