

**Barlow Park Elementary School
Journey Charter School
Barlow Park Charter School**

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Ripon, WI 54971
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Tanya Sanderfoot, Principal

Informational Handbook
2021 – 2022
Reference and Guidelines for Parents



Dear Parents and Guardians,

On behalf of the elementary staff, it is my pleasure to welcome you to the Ripon Area School District. Our experienced staff of teachers is dedicated to providing your child with a unique blend of educational experiences that will enhance your child's opportunities for success and continued growth. One way of providing successful learning opportunities is by building strong communications. I am using this handbook as one means of communicating between the home and school, thus fostering the beginning of a strong home/school partnership.

This handbook explains many policies, regulations, and services. I ask that you take some time to read and discuss this handbook with your child. I am hopeful that it will be an excellent resource that should be kept readily available throughout the year to answer questions that might arise.

In addition, other forms of close cooperation between the home and school are essential to promote the best interests of your child. Parents are encouraged to attend scheduled meetings between parents and teachers. Mutual benefits accrue when there is a meaningful exchange of information between home and school.

I look forward to working with you during the course of the 2021-2022 school year. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Dr. Tanya Sanderfoot, Principal
Barlow Park Elementary School, Journey Charter School, Barlow Park Charter School
(920) 748-1550

TABLE OF CONTENTS

Staff Listing	3-4
2021-2022 School Calendar	5
District Mission, Vision, Core Values	6
Barlow Park School Description	7
Journey Charter School Description	8
Barlow Park Charter School Description	9
School Climate	10
Expectation Matrix	11-12
Code of Conduct	13-17
Detention	18
Suspension	18
Bullying Policy	19
Classroom Assignments	20
Schedules	20-21
Winter Recess	21
Visitors	21
Inclement Weather	21
Closed Campus Policy	21
Student Safety	21
School-Aged Guest	21
Attendance	21-27
Medication Procedures	27
Concussion	27
Safe Walking Routes to School	28-29
Communications	29
Progress Reports	29
Fees	30
Milk Program	30
Breakfast/Lunch Program	30-31

Student Records	31-32
Alarms and Drills	32
School Permissions Forms	33
Computer/Internet Use	33-34
Infinite Campus	34
Field Trips	34
Health Screenings/Immunizations	34
Guidance Program	35
Drug-Free School	35
Cell Phones	35
Toys	35
Shoes for Physical Education	35
Lockers	35-36
Treats and Birthdays	36
Nondiscrimination Policy	36-37
Sexual Harassment Policy and Procedures	37-39
Live Animal Policy	39-40
Program/Curriculum Modifications	40
Student Religious Accommodations	40-41
Promotion, Transfer, Retention	43
Death Response Plan	43
Child Abuse and Neglect Reporting	43
Student Dress	43
Transportation Rules and Regulations	44-48
Homework	48-49
Chain of Communication	50
Common Communicable Diseases	51-53
Charter School Admissions and Lottery	54

**Barlow Park Elementary School • Journey Charter School • Barlow Park Charter School Staff
2021-2022 School Year**

Dr. Tanya Sanderfoot	Principal
Mrs. Dee Schmidtke	Secretary to the Principal
Mrs. Courtney Brandt	Office Clerical Aide
Mrs. Ashley Giese	EC/4PS Special Education Teacher
Ms. Allysa Zoller	4PS/K Special Education Teacher
Ms. Stephanie Burk	4PS Teacher
Mrs. Kelly Davies	4PS Teacher
Mrs. LeAnn Friday	4PS Teacher
Mrs. Tammy Towne	4PS Teacher
Ms. Kaitlyn Wiese	BPL KG Teacher
Mrs. Anna Crook	BPC First Grade Teacher
Mrs. Rachel Minch	BPC Kindergarten Teacher
Ms. Marissa Hopp	BPC Kindergarten Teacher
Mrs. Carrie Phillips	JCS Kindergarten Teacher
Mrs. Amber Willoughby	JCS Kindergarten Teacher
Mrs. Rachel Metoxen	BPL 1/2 Split Teacher
Mrs. Heidi Hopp	BPC First Grade Teacher
Ms. Brett Long	JCS First Grade Teacher
Mrs. Aria Palmer	JCS First Grade Teacher
Ms. Megan Lee	BPC First Grade Teacher
Ms. Lindsey Kastner	BPL Second Grade Teacher
Mrs. Kathryn McMillan	BPC Second Grade Teacher
Mrs. Jackie Adams	JCS Second Grade Teacher
Mrs. Sheena Schroeder	JCS Second Grade Teacher
Ms. Carlie Stigler	JCS Second Grade Teacher
Mrs. Emily VandeBerg	Art Teacher
Mr. Dale Nehls	Physical Education Teacher
Mrs. Beverly Stearns	Music Teacher
Mrs. Miranda Schmidt	Special Education Teacher
Mrs. Emilly Guist	Special Education Teacher
Mrs. Melissa Kees	Special Education Teacher

Mrs. Crystal Gianopoulos	Behavior Interventionist
TBD	Behavior Interventionist
Mrs. Melanie Beahm	Title 1 Interventionist and ELL Teacher
Mrs. Mary Wagner	Reading Interventionist
Mrs. Tammy Fox	Literacy Coach and Reading Interventionist
Mrs. Jessica Huser	Gifted and Talented Teacher
Mr. Jake Heinemeyer	School Counselor
Ms. Cheyenne Oelerich	Speech and Language Pathologist
Mrs. Alison Lessman	Speech and Language Pathologist
Mrs. Becky Morrin	Director of Special Education
Mrs. Emmy Jess	Director of Pupil Services
Ms. Marly Gould	School Psychologist
Ms. DonnaMae Woelfel	Media Aide/IT Support
Mrs. Christina Day	4PS Instructional Aide
Mrs. Stacey Oakes	Instructional Aide
Mrs. Michelle Huar	Instructional Aide
Mrs. Peggy Johnson	Special Education Aide
Mrs. Debbie Matthias	Special Education Aide
Mrs. Trixy Keen	Special Education Aide
Mrs. Lynette Southworth	Special Education Aide
Mrs. Marsha Blank	Special Education Aide
Ms. Sara Murphy	Special Education Aide
Ms. Crystal Bradley	Special Education Aide
Mrs. Jennifer Buchholz	1:1 Special Education Aide
Mrs. Nancy Bouwkamp	BRAVE Site Coordinator
Mr. Dennis Jahns	Head Custodian
Mrs. Sue Heschke	Custodian
Mrs. Michelle Picard	Director of Food Services
Mrs. Holly Ninneman	Server
Mrs. Sue Doughty	Server

**Barlow Park Elementary School • Journey Charter School • Barlow Park Charter School
2021-2022 School Calendar**

<p>August 30 - Student Orientation with last names of A-L 31 - Student Orientation with last names of M-Z</p>
<p>September 1 - First Day of school for all students 6 - Vacation Day 10 - No School 24 - Early Release</p>
<p>October 8 - No School 15 - No School, Parent Teacher Conferences 29 - Early Release</p>
<p>November 12 - No School 24 - Early Release 25 - 26 - Vacation Days</p>
<p>December 10 - No School 22 - Early Release 23-31 - Winter Break</p>
<p>January 7 - No School 20 - No School, Teacher In-Service Day 21 - No School, Parent Teacher Conferences</p>
<p>February 4 - Early Release 14 - No School, Teacher In-Service Day</p>
<p>March 11 - No School 14-18 - No School, Spring Break</p>
<p>April 8 - No School 15 - No School 22 - Early Release</p>
<p>May 6 - No School 20 - Early Release 30 - Vacation Day</p>
<p>June 3 - Last Day of School</p>

The Ripon Area School District does not discriminate on the basis of race; color; national origin; age; sex (including transgender status, change of sex, sexual orientation, or gender identity); pregnancy; creed or religion; genetic information; handicap or disability (in accordance with Policy 3123, AG 3123A and AG 3123B); marital service; citizenship status; veteran status; military service (as defined in 111.32, Wis. Stats.); national origin, ancestry; arrest record; conviction record (in accordance with Policy 4121); use or non-use of lawful products off the District's premises during non-working hours); declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters; or any other characteristic protected by law in its employment practice.

Ripon Area School District
Mission, Vision, and Belief Statements
Approved October 2018



RASD Mission Statement

Empowering learners, engaging community, enriching the world

RASD Vision Statement

**One of Wisconsin's finest school districts,
fostering excellence for all through innovation.**

RASD Core Values

Integrity: Exemplifying honesty and trustworthiness while adhering to high moral principles

Excellence: Striving for the utmost quality in any endeavor

**Commitment: Devoting full energies and talents to
successfully complete undertakings**

Collaboration: Working together inclusively toward a positive outcome, locally and globally

Innovation: Taking initiative and risks to seek better solutions

Kindness: Treating ALL others and self with consideration and generosity

Barlow Park Elementary School Vision Statement

Our vision is to create a progressive, student-centered 4PS-2 school that is highly regarded for its academic excellence and for the development of foundational skills for our students and families.

Mission Statement

We are dedicated to providing high-quality, individualized instruction which fulfills the needs of the whole child. In collaboration with families, we foster a passion for lifelong learning in a safe, nurturing, and engaging environment.

Foundations of Barlow Park Elementary School

- Content-based, student-centered classrooms
- The teacher takes an active role in providing information and implementing effective strategies to maximize student learning.
- The needs of students are considered in balance with the learning objectives of the curriculum in order to develop individual and group learning activities.

Homeroom Teachers

Kaitlyn Wiese

Rachel Metoxen

Lindsey Kastner

Journey Charter School Vision Statement

Journey Charter School will provide a project-based learning environment that considers the whole child in fostering inquiry and critical thinking skills that will guide our students to flourish as leaders, life-long learners, and problem solvers.

Mission Statement

“Empower students to problem solve and flourish in a global society”

Foundations of Journey Charter School

- Flexible multi-age groupings
- Process-oriented instruction influenced by student choices
- A problem solving approach using communication, collaboration, and critical thinking skills
- Local community partnerships
- Student Project Showcase Nights
- Governance Council Leadership

Guiding Principles

The teachers at Journey Charter School will be implementing the *Responsive Classroom* Approach into their daily teaching practices. This approach uses the following Guiding Principles to ensure best teaching practices:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are cooperation, assertion, responsibility, empathy, and self-control (often referred to in the Responsive Classroom approach with the acronym CARES).
- Knowing the children we teach- individually, culturally, and developmentally- is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Homeroom Teachers

Carrie Phillips - Kindergarten
Amber Willoughby - Kindergarten

Aria Palmer - First Grade
Brett Long - First Grade

Jackie Adams - Second Grade
Sheena Schroeder - Second Grade
Carlie Stigler - Second Grade

Governance Council Members

Kelly Nielsen
Katie Feldner
Paige Kane

Stephanie Tavs
Ryan Kane

Dakota Stark
Kelly Esala
Joe Michels

Barlow Park Charter School Vision Statement
 “Setting a positive trajectory for lifetime learning.”

Mission Statement

Barlow Park Charter School’s responsive environment encourages all learners to reach their fullest personal potential and become well-balanced, compassionate, curious citizens.

Foundations of Barlow Park Charter School

- Developmentally-appropriate learning activities
- Play-based instruction for Play Workshop and academic areas
- Flexible, competency-based, multi-age groupings for Literacy and Math
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Governance Council Leadership

Guiding Principles

Homeroom Teachers

Rachel Minch
 Marissa Hopp

Heidi Hopp
 Anna Crook
 Megan Lee

Kathryn McMillan

Governance Council Members

Pamela Mumm
 Jean Rigden
 Andrea Young

Coleen Maugham
 Carissa Sorensen
 Kate Boscaljon
 Mireya Hernandez

Dakota Stark
 Bailey Patterson
 Jason Kauffeld

Barlow Park Elementary School • Journey Charter School • Barlow Park Charter School

PLAN FOR POSITIVE SCHOOL CLIMATE

Our staff want to provide the best possible learning environment for your children. We believe it is our responsibility to work with children beginning at a young age to build a strong foundation for positive decision making and the promotion of good behavior at school, at home, and in the community.

Tiger Pledge

Tigers are **Responsible**,
Tigers show **Respect**,
Tigers are **Good Citizens**,
Because that's what we expect!

While each school has its own unique climate and social-emotional learning approach, we have created an expectation matrix that will govern **all** shared areas of the school. Students will hear consistent vocabulary from all adults in the school setting. This consistency will allow students to be familiar and understand the expectations for their behavior in all settings of the school, no matter which adult is monitoring behavior (or even a substitute). Please take some time to discuss and practice these expectations with your child.

Additionally, we have created a Parent Code of Conduct to help us promote positive school/home relationships.

GENERAL EXPECTATIONS MATRIX FOR SCHOOL

	Arrival/ Dismissal	Bathroom	Cafeteria	Hallway	Playground	Assembly	Everywhere We Go
BE RESPECTFUL	Voice Level 0-2 Line Basics	Voice Level 0	Voice Level 0-2 Line Basics	Voice Level 0 Line Basics	Voice Level 0-4 Include others Line Basics Play fairly	Voice Level 0 Body Basics	Voice Level: Adult Choice Body Basics Line Basics
BE RESPONSIBLE	Go right to your destination Personal Space	Five 2s Ask for permission Only 3 students at a time	Clean up Personal Space	Go right to your destination	Be safe Put equipment away Line up quickly Dressed for the weather	Personal Space	Be safe Clean up Personal Space Use materials appropriately
BE A GOOD CITIZEN	Be on time	Privacy	Manners	Keep hallways clean	Cooperate Share Solve problems	Participate Manners	Participate Manners

<p>Body Basics During Instruction</p> <ol style="list-style-type: none"> 1. Eyes on speaker 2. Hands and feet quiet 3. Listening ears 4. Sit up tall in your space 5. Voice Level: 0 	<p>Line Basics</p> <ol style="list-style-type: none"> 1. Quiet walking feet 2. Hands to self 3. Face forward 4. Next to the purple 5. Voice Level: 0 	<p>Bathroom: Five 2s</p> <p>2 minutes 2 pumps of soap 2 hand flicks into the sink 2 paper towels 2 points into the garbage</p>
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GENERAL EXPECTATIONS MATRIX FOR ADULTS

BE RESPECTFUL	BE RESPONSIBLE	BE A GOOD CITIZEN
<p>I can:</p> <ul style="list-style-type: none"> • Support school staff in helping my child develop a sense of respect for others and their belongings. • Support school staff to improve my child’s academic and behavioral success. • Follow visitor procedures by checking in at the main office before going anywhere in the school building or grounds during school hours. • Return phone calls and forms/notes in a timely manner. • Understand the staff are focused on the children during the school day and I will schedule a conference to speak to staff. • Make an appropriate time to meet with a teacher when I need a meeting. • Respect the confidentiality of all students and staff especially when volunteering. • Let the school know in advance if my child will be absent from school. • Understand that not all children develop at the same rate and it is the school’s responsibility to meet every child where he/she is developmentally. 	<p>I can:</p> <ul style="list-style-type: none"> • Help my child get up in the morning to arrive at school on time. • Help my child go to bed at a reasonable time so they get enough sleep before coming to school. • Make sure I contact the school if I am going to be late to pick up my child from school. • Try to make appointments for my child out of school hours so they have as few absences as possible. • Attend Parent/Teacher meetings and conferences. • Provide my child with a quiet place in the home for daily reading and supervise the completion of their homework. • Talk with my child each day about their school activities . • Understand and support school expectations and policies. • Read the school and classroom newsletter, online communications, and check the school website to learn information about our school and special events. • Follow the chain of command to help resolve any issues or concerns. 	<p>I can:</p> <ul style="list-style-type: none"> • Demonstrate that <u>all</u> members of the school community should be treated with tolerance and respect and therefore set a good example in my own speech, conduct and behavior. • Help my child develop alternative, peaceful methods of resolving conflicts. • Make sure my child does not bring disruptive, harmful or illegal things to school. • Understand that school staff and parents need to work together for the benefit of <u>all</u>. • Be proud and support the efforts and initiatives of our school. • Seek to clarify a child’s version of events with the school’s view in order to bring about a peaceful solution to any issue. • Model the RASD Core Values of: <u>Integrity, Excellence, Innovation, Commitment, Collaboration, and Kindness</u> whenever on school premises or when communicating directly with the school.

Inappropriate use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming children involved in incidents, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing false information. Ripon Area School District considers the use of social media websites or apps in this way as not in the best interests of the children or the whole school community. **Any concerns you may have must be made through the appropriate channels by speaking first to the classroom teacher, then the Principal, and finally, if need be, the Superintendent.**

In the event that any learner or parent/guardian of a child being educated in the Ripon Area School District is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. **The school will also request the removal of such comments immediately.**

In serious cases the district will also consider its legal options to deal with any such misuse of social networking and other sites. Perhaps more important is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

Discipline

We believe that most of our students will meet our positive expectations and create a positive environment through teaching and reteaching of skills. It is the goal of the teachers, staff, and parents to encourage students to exercise respect, responsibility, and citizenship. Teachers and staff will model positive behaviors and display positive expectations. Students share the responsibility for creating an atmosphere that is positive and conducive to learning. We work to educate children about what kind of person they should strive to be. We believe that all behavior is communication and positive changes happen through the teaching and reteaching of skills. However, we still have consequences when positive expectations, positive modeling, and positive reinforcement do not work. It is further understood that all school discipline is progressive in nature.

CONDUCT ON/OFF SCHOOL GROUNDS

Students enrolled in the Ripon Area School District are members of the school district, and as such, are responsible for abiding by the rules and regulations of all school sites.

If a student's conduct on or adjacent to the school grounds interferes with the school program, s/he shall be subject to disciplinary action by authorized school district officials.

The following guidelines will help all students to maintain the expected standard of conduct:

1. All students must put forth their best efforts in their studies. This means a student must:
 - a) be alert and participate in class activities.
 - b) report to class ready to work.
 - c) complete all assigned work in a timely fashion.
2. All students must demonstrate proper respect for themselves, others, and all property.
3. All students are required to use good judgment in their actions during class time, while in school halls, when involved in noon/recess breaks, while on the school bus, at the bus shuttle sites, and while representing the school on school-sponsored field trips.
4. Candy and pop are discouraged on school grounds.
5. Chewing gum is not allowed on school grounds.

In addition, please review the attached copies of the school expectations with your child that are located within this handbook.

CODE OF STUDENT CONDUCT

The Ripon Area School District is committed to providing and maintaining a productive learning environment based on mutual respect among students, teachers, administrators, staff, and visitors to the school site. Every member of the school community is expected to cooperate in this central purpose.

Staff, including administrators and teachers, must use their training, experience, and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance, and behavior in school. Parents are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion that provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the District seeks to accord its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short-term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer-term removal from the class. Long-term removal by its very terminology suggests that length of removal from class is affected by the seriousness of the problem created by the student's behavior.

Beginning August 1, 1999, a teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long-term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

This code of classroom conduct applies to all students in Grades Pre-K through Gr. 12.

Student Removal from Class

A teacher may remove a student from class for the following reasons:

- A. Behaviors harmful to the educational environment including but not limited to:
1. Violating the District's policies justifying suspension and expulsion,
 2. Violating the behavioral rules and expectations in the school's Student Handbooks,
 3. Behaving in a manner which is disruptive, dangerous, or unruly,
 4. Interfering with the ability of the teacher to teach effectively, and/or,
 5. Behaving in a manner inconsistent with class decorum and the ability of others to learn.

Examples of 1-5 may include, but are not necessarily limited to the following:

- Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom,
- Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies,
- Behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment,

- Fighting,
- Taunting, baiting, inciting and/or encouraging a fight or disruption,
- Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations,
- Pushing or striking a student or staff member,
- Obstruction of classroom activities or the engaging in other actions which prevent the teacher from exercising his/her assigned duties,
- Interfering with the orderly operation of the classroom by using, threatening to use violence, counseling others to use violence, force, coercion, threats, harassment, intimidation, fear or disruptive means,
- Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder,
- Restricting another person's freedom to properly utilize classroom facilities or equipment,
- Classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow direction,
- Throwing objects in the classroom,
- Disruptive behavior and/or violation of classroom rules,
- Excessive or disruptive talking,
- Behavior that causes the teacher or other students fear of physical or psychological harm,
- Physical confrontations or verbal/physical threats,
- Inappropriate verbal or symbolic communications conduct intended or likely to upset or distract or annoy others.

B. Other behaviors including but not limited to:

1. Repeatedly reporting to class without bringing necessary materials to participate in class activities,
2. Possessing personal property prohibited by school rules,
3. Possessing personal property which is disruptive to the teaching and learning environment of the classroom,
4. Acting in violation of Federal or State statute or local ordinance regulations,
5. Interference with the classroom-learning environment due to clear and obvious interpersonal conflicts with other class members.

Teacher Management of Student Behavior

The principal's role in student behavior control is to support and counsel the teacher as needed, handle the more difficult cases, and to coordinate and unify efforts when a student's conduct problem extends into more than one classroom. Expectations are that before student removal from a classroom receives serious teacher consideration as an option, normal teacher efforts to set and maintain standards for student behavior will be made. This normal hierarchy for teacher control of student behavior includes, but is not limited to, teacher proximity changes, quiet verbal/nonverbal reminders, clear warning, etc. When a student is removed from the classroom by the teacher, the principal/designee will offer the student an opportunity to explain his/her version of the cause of the situation.

Short-Term Removal

Any removal of a student from a classroom for misconduct is a serious matter. It should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which she or he was removed, or for at least forty-five (45) minutes, whichever is longer. Such a short-term removal will not affect more than five (5) consecutive days of the student's school schedule. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be ready and able to return to his/her regular class schedule without a recurrence of the behavior for which the student was removed. If it is not appropriate to return the student to regular classes, the building administrator designee shall either retain the student in short-term

removal where necessary, appropriate and practicable, or shall take steps to have the student sent home for the remainder of that school day. Teacher explanation of the cause of the student's removal from the classroom should ideally be provided to the principal/designee when the student is sent to the office. In all instances, the written explanation should be received by the school principal by the close of the next school day or for events occurring on the last day of a school attendance week, within 72 hours, whichever occurs first.

Long-Term Removal

Long-term removal is an extremely serious step. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after thorough consideration of alternatives involving teacher(s) and the building principal or designee. Long-term removal should normally not be considered on the basis of a single incident. The final decision regarding long-term removal rests with the building administrator. Long-term removal is defined as discipline-related changes in a student's normal school day that affect more than five (5) consecutive days of the student's normal school schedule.

Where a teacher wishes the building principal (or designee) to remove a student "long-term" from his/her classroom, the teacher shall notify the building administrator in writing. Such a statement must specify (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impacts (positive or negative) on the removed student; and (d) the impacts (positive and negative) on the rest of the class.

Upon receipt of such statement, the building administrator shall consult with the appropriate involved persons and such other individuals as may serve as a resource to the administrator.

Following consideration of the involved student's statement, the teacher's statement and any other information, the building administrator shall take one of the following steps:

- a) return the student to, or retain the student in, the class from which s/he was removed or proposed to be removed;
- b) place the student in another instructional setting;
- c) place the student in another class in the school, or in another appropriate place in the school; or
- d) place the student in an alternative education program as defined by law.

A student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such a program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal; however, the parents of the student, and/or the student have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) school days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student of the basis for the removal, the alternatives considered, and the basis for any decision. The building administrator may implement a student removal to another class, placement or setting prior to any meeting - notwithstanding the objection of the parent(s) or student.

Idea/Section 504 Treatments

Students with disabilities whose behaviors create significant classroom conduct concerns on the part of their teacher may be temporarily removed from class under the same terms and conditions as non-disabled students. Such students with disabilities long-term classroom placement changes must be decided by appropriately convened and conducted Individual Educational Plan (IEP) team meeting. A Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) will be reviewed and/or

developed. In addition, each such student's IEP must specify (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students and (b) alternative consequences or procedures for addressing behavioral issues.

Steps to be followed following a "Code of Student Conduct" violation by a student with a disability include (in consecutive order):

1. Suspend (or place in alternative setting) for no more than 10 school days;
2. Convene IEP team to verify whether behavior at issue is a manifestation of his/her disability;
3. If the behavior is a manifestation of student's disability, school may initiate a change in placement but may not expel or suspend long-term OR if behavior is not a manifestation of student's disability, school may expel or suspend long-term but must provide continued services;
4. Provide due process at parent request [per provisions of U.S.C. Section 1415(j) and Section 1415 (k)(7)].

Parent Notification Procedures

School notification of parents will comply with any state or federal laws and regulations that may require parent notification of changes in student educational placements. For example, the parent(s)/guardian(s) of a student with a disability who has been removed from school and placed in an alternative educational setting must be notified of such change in placement in accordance with provisions of the Individuals with Disabilities Education Act.

The person responsible for notifying the parent/guardian of a student's removal from class is the principal or designee.

The method by which the parent/guardian notification must be made is written notification supported as necessary by a telephone call or other personal contact. (If notification is made by telephone, alternative notification for those students whose parents/guardians do not have a telephone in their home will be pursued.)

Any specific timelines included in the notification will be reasonable and realistic in their expectations.

A student removed from class by a teacher is also subject to disciplinary action for the particular classroom conduct, the school district will provide parent/guardian notification for the disciplinary action in accordance with established legal and policy requirements. If board policy requires a student to be suspended from school for misconduct, the district must provide the student's parent/guardian with prompt notice of the suspension and the reason for the suspension.

All notices shall be provided in such a manner so as to ensure that the student's parent/guardian understands them. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.

Equitable Treatment Assurance

The Ripon Area School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination on the basis of age, race, color, national origin, sex, or handicap.

DETENTION AFTER SCHOOL

A student may be required to stay after school to receive extra help, complete assigned work, or discuss a behavioral/attitude problem. A one-day postponement in the event of a justifiable conflict may be made upon parent/guardian request to accommodate schedules. It is the parent's responsibility to provide transportation for a student who has been required to stay after school.

SUSPENSION

If ordinary disciplinary measures are not successful, it may be necessary to take further action through suspension. Suspension from school is a temporary exclusion of a student from class attendance and participation in school functions for misconduct or violation of district rules and regulations.

The building principal or his/her designee shall be authorized to suspend students. In all cases of suspension, the Superintendent and the parents of the student shall be notified immediately. Suspension is limited to a period of five (5) days. The student may be required to remain in the school building under supervision or may be excluded from the premises.

Suspensions may be made for the following offenses, which occur on school property or under school jurisdiction:

1. Chronic misbehavior continuing after written notification to the parent or guardian.
2. Disruptive behavior to the extent that the behavior affects the learning experience of other students.
3. Commission of serious acts of defiance against a teacher, either in action or words.
4. Willful disobedience.
5. Profanity or vulgarity in school.
6. Harming, harassing or intimidating other children.
7. Willfully defacing or damaging school property.
8. Forged notes for excuses for absences.
9. Possession or use of drugs, narcotics, all hallucinogenic agents or alcoholic beverages.
10. Carrying or using weapons.
11. Noncompliance with rules made by the superintendent or any principal or teacher designed by him/her, with the consent of the school board; or
12. Conduct while at school or while under the supervision of a school authority that endangers the property, health, or safety of others.

Prior to the suspension, the student must be advised of the reason for the proposed suspension and given an opportunity to explain or refute the charge (due process).

If the suspension is ordered, the parent or guardian shall be given prompt notice of the suspension and the reason. The suspended student or his/her parent or guardian may, within five school days following the commencement of the suspension, have a conference with the superintendent or a person designated by him/her. The designee shall be someone other than a principal, administrator, or teacher in the suspended student's school. If, as a result of the conference, it is found that the suspension was unfair, unjust, or inappropriate, or that the student suffered undue consequences or penalties as a result of the suspension, reference to the student suspension must be expunged from the student's school record and the student given the opportunity to make up any missed work. The finding shall be made within 15 days of the conference.

Students suspended will be given the opportunity to make-up all work missed.

The assignment of an in-school suspension will be at the discretion of the administration pending the availability of supervisors.

BULLYING

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal

relationships between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated.

Board Policy 5517.01 will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Cyber bullying

Cyber bullying is defined as the use of information and communication technologies including, but not limited to email, social networking sites, cell phone and paper text messages, instant messaging (IM), defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

RIPON AREA SCHOOL DISTRICT

**Barlow Park Elementary School • Journey Charter School • Barlow Park Charter School
September 2021**

CLASSROOM ASSIGNMENTS

After September 10, students will be considered permanently assigned to the classroom that they are attending for the remainder of the 2021-2022 school year. If there is new information about your child that will help us with his/her placement for the 2022-2023 school year, please notify us by April 1, 2022.

TIME SCHEDULES**Regular Daily Program**

Early Childhood:	8:00-9:45, 9:45-11:30 and 12:05-3:05 M, T, W,Th - no classes on Friday for AM sessions
4 Year Old Preschool:	<u>ADVOCAP - Head Start</u> 8:00 - 3:00 M, T, W, Th - no classes on Friday <u>Barlow Park Elementary School</u> 8:05 - 11:05 M-F 12:05 - 3:05 M-F <u>Ripon Children's Learning Center</u> 8:15 - 11:15 M-F 12:30 - 3:00 M-F <u>Grace Preschool</u> 12:10 - 3:10 M-F
<p>The schedule for grades K-2 Barlow is as follows:</p> <p>The schedule for grades K-2 Journey is as follows:</p>	<p>Our first bell rings at 8:00 AM <u>Kindergarten, First and Second Grade (BP/BPC):</u> 8:05 - 10:45 AM 10:45 - 11:15 Recess 11:15 - 11:45 Lunch 11:45 - 3:13 PM</p> <p>Our first bell rings at 8:00 AM <u>Kindergarten, First and Second Grade (J):</u> 8:05 - 11:15 AM 11:15 - 11:45 Recess 11:45 - 12:10 Lunch 12:10 - 3:13 PM</p>

Parents are requested to keep children who are not transported by bus in the morning from arriving on the school grounds prior to 7:45 AM for grades 4PS-2. This guarantees the necessary supervision to ensure students are safe while on school grounds.

If parents are not here by 3:30 PM, your child will be brought to the school office. Please make every effort to talk to your child so s/he knows what you want them to do should you run late in picking them up.

WINTER RECESS

During the winter months, students will be allowed into supervised settings when the temperature is 0° Fahrenheit or the wind chill factor is **at or below 0°**. Please be certain that children are dressed appropriately for weather conditions.

VISITORS

Due to Covid-19, visitors will not be allowed to volunteer in our buildings.

INCLEMENT WEATHER

In the event of snowstorms or extremely inclement weather, parents will be informed of the closing of school through the courtesy of Ripon Radio Station WRPN (AM 1600). Information will also be made available only through Channel 5 - WFRV-TV, Channel 2 WBAY-TV, Channel 11 WLUK-TV, and Channel 26 WGBA-TV. A form will be sent home with your child asking for you to identify precise procedures that outline what your child should do in the event of an unexpected early dismissal.

CLOSED CAMPUS POLICY

After children arrive at school, they will be prohibited from leaving the school premises before regular school dismissal times unless they are accompanied by an adult with parent permission and principal approval. The parent, guardian, or supervising adult is asked to report to the office to sign children out and sign children in upon their return. If your child will be leaving the school grounds on a regular basis over the noon hour, a written plan will need to be approved by the building principal in advance.

STUDENT SAFETY

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order to provide the school information regarding any limitations of the noncustodial parent. Without such documentation, the school will be authorized to release the student to either parent. No student shall be released to anyone who is not authorized such custody by the parents.

SCHOOL-AGE GUEST

Due to Covid-19, no guests will be allowed in our buildings.

ATTENDANCE

State law requires the Board of Education to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State laws, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Unless a child is actually present in school, s/he will be considered absent or tardy regardless of the fact that his/her absence or tardiness may be acceptable to school authorities and may be excused. If your child is absent, please use the following procedures to inform the school of your child's absence:

Call the school attendance line (748-1540) by 8:00 a.m.

Parents requesting homework assignments for absent children should:

[Barlow Park Elementary School](#) • [Journey Charter School](#) • [Barlow Park Charter School](#)

Call the school attendance line (748-1540) by 8:30 a.m. and leave a message that includes: student's name, the teacher's name, and the homework request.

Parents may pick up work between 2:45-3:45 p.m. in the school office. We appreciate the acceptance of this responsibility by the parents.

When bus students are absent due to snow or other hazardous conditions, they will be marked absent, but their absence will be considered excused. Students will not be marked tardy due to school bus delays since the student is considered in attendance at school and under the direction of school authorities.

In an effort to improve and encourage regular school attendance, the Board of Education and staff of the Ripon Area School District have adopted the following categories of absences and actions to be taken for each:

Written Excuse Required

The Superintendent shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason, a notice stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each single absence and/or tardy.

Excused Absence

As required under State law, a student shall be excused from school for the following reasons:

- Physical or Mental Condition: The student is temporarily not in proper physical or mental condition to attend a school program.
- Obtaining Religious Instruction: To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 – Absences for Religious Instruction).
- Permission of Parent or Guardian: The student has been excused by his/her parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days under this paragraph and must complete any course work missed during the absence.
- Religious Holiday: For observance of a religious holiday consistent with the student's creed or belief.
- Suspension or Expulsion: The student has been suspended or expelled.

The student **may** be excused from school, as determined by the School Attendance Officer or his/her designee, for the following reasons:

- Quarantine: Quarantine of the student's home by a public health officer.
- Emergency: An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

Written or verbal communication from the child's parent or guardian is required in order for a child to be excused from school attendance. The excuse should specify the reason for the absence and state the time period for which it is effective.

A child's illness is considered an excused absence. However, if a child is habitually absent due to illness, a doctor's excuse will be required.

In the case of an excused absence or emergency, teachers must allow students sufficient time to complete the make-up work. They should also provide time in their daily program to help students with their make-up work. It is advisable that students be given a minimum of one day for every day absent to complete the make-up work.

Prearranged Absence

Although the school discourages absence from school during regularly scheduled school days, a parent/guardian may excuse a child for not more than 10 days in a school year per state statute. This request for an exception to compulsory school attendance **must be made in advance of the child's absence**. Course work missed during the absence must be made up.

When more than 10 school days in a school year are affected by a parent's desire to remove a child from routine school schedule participation, a parent may request by statute for approved educational experiences.

The following questions will be considered prior to approval of a prearranged absence:

1. Is the student in good academic standing?
2. Is the student's attendance record good?
3. Has the student previously completed homework and make-up assignments responsibly on time?

In the case of prearranged absences, the teacher will outline, define, and assist the students in completing the work missed. It is the student's responsibility to complete the work for which s/he will receive the credit earned. The student will be given one day for each day absence to complete the make-up work

Unexcused Absence

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal, or an individual designated by the principal, will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. The following may be considered:

- Counseling the student
- Requiring the student to make-up lost time
- Requiring the student to make-up course work and/or examinations, as permitted under this guideline
- Conferring with the student's parents
- Suspending the student from class
- Referring the student to an appropriate agency for assistance

Administrative action to address unexcused absences shall be in accord with due process, as defined in Policy 5611 of the Student Code of Conduct, and other applicable board policies.

The following examples illustrate absences in this category:

- No parent excuse
- No written advance notice in excess of authorized 10 days with parent approval
- Missing portions or all of a school day for unauthorized reasons

The following K-2 procedures will be used in cases of unexcused absence:

1. When the building principal determines that an absence is unexcused, the parent will be notified that the absence was recorded as unexcused. Students will be given a minimum of one day for every day absent to complete the make-up work.
2. In the case of recurring unexcused absences, a conference will be requested by the principal. If unexcused absences recur where it is determined that such absence is excessive, truancy action will be taken.

In the case of unexcused absences, it shall be the responsibility of the student, with parent reinforcement if needed, to satisfactorily complete make-up work. Such make-up work may be eligible for reduced credit.

TARDY

When circumstances prevent a student from being present at the beginning of the morning or the beginning of the afternoon session, the child will be considered tardy. Students not in their assigned area when the bell rings are considered tardy. All students who are tardy to school must report to the school office to sign in. Parents of children enrolled in elementary school shall sign in their child whenever tardy to school. When a teacher detains a student after class, she/he shall issue a late pass for the student's next class. Teachers are requested to refer cases of chronic tardiness to the principal.

Excused Tardy

It is a district expectation to be present and on time to school each day. The following examples illustrate tardiness in this category:

1. Medical appointments that unavoidably fall at the start of a school day or immediately following the noon recess period.
2. Transportation delays due to snow or other hazardous conditions.

Unexcused Tardy

When a child is not present in his/her designated location when the second bell rings in the morning and/or afternoon session, s/he is considered tardy. The following examples illustrate tardiness in this category:

1. Arriving late because adequate time was not allowed for the student to walk or ride a bicycle to school.
2. Arriving late because adequate time was not allowed by the parent/guardian for transportation.
3. Arriving late due to oversleeping.
4. Arriving late due to parent/guardian work schedules.
5. Arriving late due to student supervision of siblings or ill family members.

The following K-5 procedures will be used in cases of unexcused tardies: When the building principal determines that a tardy is unexcused, the parent will be notified that the tardy was recorded as unexcused. Students will be given one day for every day tardy to complete the make-up work.

In the case of recurring unexcused tardies, a conference will be requested by the principal. If unexcused tardies recur when it is determined that such tardies are excessive, more than 5 in each semester, the child will be considered truant, and truancy action will be taken.

Unexcused tardies will be recorded on the attendance and scholarship record form.

In the case of unexcused tardies, it shall be the responsibility of the student, with parent reinforcement if needed, to satisfactorily complete make-up work. Such make-up work may be eligible for reduced credit.

TRUANCY

State law requires that any person having a child under their control, who is between the ages of 6 and 18, shall cause the child to regularly attend school. The state law now also requires the parent or guardian of a child who is enrolled in a 5-year-old kindergarten class to cause the child to attend school regularly until the end of the school term. Any student who misses a part of any day of school without an acceptable excuse is truant. If a student misses all or part of 5 or more days during a school semester without an acceptable excuse, they are considered to be a habitual truant.

HABITUAL TRUANCY

A student is considered a habitual truant if she/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester. When a student

initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

STUDENTS WITH SPECIAL NEEDS

School administrators and teachers shall ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absences is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.

STUDENTS LEAVING SCHOOL DURING THE SCHOOL DAY

As a general rule, no staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

MAKE-UP COURSEWORK AND EXAMINATIONS

Students who are absent from school, whether the absence was excused or unexcused shall be permitted to make-up coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examination. Teachers shall also have the discretion to specify where in the school building and when examinations and course work shall be completed, including reasonable times outside regular school hours, such as immediately before or after school, the time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances.

A student's grade in any course shall be based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, she/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate she/he has learned.

VACATIONS DURING THE SCHOOL YEAR

Parents wishing to plan vacations during the school year should make use of the scheduled school recesses. Recesses of two or more consecutive school days are November 25-26, December 23-31, January 20-21, and March 14-18.

ABSENCE, EXCLUSION, AND RE-ADMITTANCE

In accordance with the rulings of the Wisconsin State Board of Health, a student must be sent home by his/her teacher, principal, or nurse, if s/he shows any symptoms of illness. A fever of 100°+ is considered sufficient reason for excluding a student from the classroom. An emergency form for each child must be on file so that the school is able to make other contacts if the parent is not at home or cannot be reached by phone. Please apprise school personnel of any changes to this form throughout the year. If students are too ill to fully participate in all school activities, including recess, we ask that they be kept at home until recuperation is complete.

In the event a child becomes ill, is involved in a serious accident, or has an accident involving a head injury while attending school, the parent or the persons designated by the parent will be notified. Arrangements

will be made by school authorities to ensure that the child is given proper care until the parent or designee arrives.

The procedure for readmitting students who have contracted a communicable disease has been agreed upon with the county health officer. All children who show signs of any communicable disease **must** be kept at home. If a child has one of the communicable diseases such as: chicken pox, impetigo, pink eye, head lice or strep throat, Covid-19, **the parent must notify the school office.**

After the child has been isolated for the necessary period of time or is free from any symptoms of the disease, s/he may return to school without any special permission from the doctor provided the control measures listed on the Wisconsin Communicable Disease Chart have been followed. (See attachment)

Whenever we know that a child has one of these communicable diseases, the parents of the children in that child's particular classroom will be notified that their child has been exposed. This will be done for only the first case that appears in each classroom.

Every child, grades K-2, will be expected to participate in the physical education program as prescribed by law in the State of Wisconsin. Only students who submit a written statement from a physician indicating the hazards involved in their participation will be exempt. When a physician's note authorizes absence from physical education activities, an additional note from the physician will also be required giving the date the student will be authorized to return to full participation in physical education activities. The only exception to this practice would be if the doctor's original note specified a date of return to normal physical education activities. Similarly, a doctor's excuse will be needed should a child's health impact on the child's ability to safely participate in recess activities.

MEDICATION PROCEDURES

Based on the 1983 Wisconsin Act 334 (AB 281) which authorizes certain school personnel to administer drugs to students under special conditions and immunizes the personnel from civil liability, the following procedures shall be followed regarding the dispensing of medication.

Physician-Prescribed Drugs:

- A. **NO MEDICATION MAY BE ADMINISTERED BY SCHOOL PERSONNEL WITHOUT WRITTEN PERMISSION FROM THE PHYSICIAN** and co-signed by the parent (Section 118.29). In addition, no medication can legally be administered unless it is in a container with a pharmacist's label that includes the following information:
 1. Child's full name
 2. Name of drug and dosage
 3. Time and quantity to be given
 4. Physician's name
- B. Medications will be administered by the school principal, school secretary, child's teacher/instructional aide, school nurse, or health aide.
- C. See the example below as to the level of responsibility of the student for taking his/her medication at the designated time.
Example: Early Childhood through Grade 2 should have assistance from designated personnel.
- D. Only limited quantities of any medication may be kept at school at any time. Said medications are to be kept in a safe place, inaccessible to

- other students, and administered only by a person designated to give the medication.
- E. The length of time for which a drug is to be given shall be specified in the written instructions from the prescribing doctor. Discontinuation of the medication must be in writing from the physician.
 - F. A form titled “Request for Administration of Medication by School Personnel” must be filed with school officials before any such medication can be administered. EACH REQUEST FORM MUST BE RENEWED ANNUALLY. Medication changes that affect dosage or time of administration require a new request form.
 - G. Accurate and confidential records shall be maintained for each pupil receiving medication.
 - H. Medications ordered by the Physician 1 x a day, 2 x a day, or 3 x a day should be given at home, before and after school and/or at bedtime whenever possible.
 - I. School personnel will contact the parent if any medication is sent without labeling and signed consent form.

Non-prescription Drugs:

Over-the-counter drugs (i.e., aspirin, cough medicine, cold tablets, etc.) must be in the original container.

- A. Only the top portion of the “Request for Administration of Medication by School Personnel” form must be completed in full by the child’s parent/guardian before school personnel will administer non-prescription medication. **If you have any questions regarding this medication policy, please feel free to contact the School Nurse at 748-4633.** A sample of the approved medication form has been attached to the end of this handbook for your convenience. Medication forms are also available in Ripon doctors’ offices.

CONCUSSION

Each school year students/parents shall be provided with an information sheet regarding concussion and head injury. At certain times during the school year a student may participate in an activity where a concussive event is likely to occur (i.e., recess, field trips, and/or PE classes).

Parents are requested to sign an agreement noting that they have:

read the Parent Concussion and Head Injury Information;

understand what a concussion is and how it may be caused;

understand the common signs, symptoms, and behaviors; and

understand that it is their responsibility to seek medical treatment if a suspected concussion is reported to them.

CROSSING GUARDS

All grade school children attending the city elementary schools should remain at home until the street safety crossing guards are on duty in the morning. Crossing guards will be available at the following locations:

Barlow Park School

Corner of Newbury and Griswold Streets

Corner of Metomen/tennis courts

7:30 a.m.- 8:15 a.m.

3:13 p.m. - 3:45 p.m.

Murray Park School

Corner of Oshkosh and Hamburg Streets

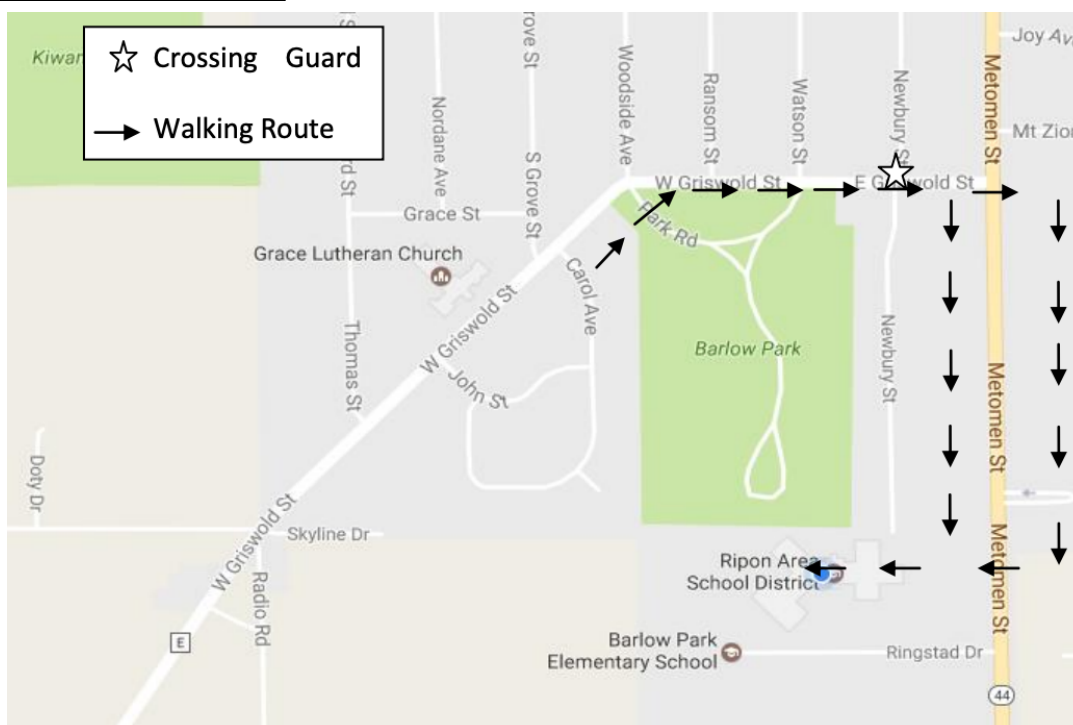
Corner of Hamburg and Sunset Streets

7:30 a.m. - 8:15 a.m.

3:10 p.m. - 3:45 p.m.

If there are any changes for the 2020-2021 school year, parents will be contacted by the school. Crossing guards are employed by the City of Ripon and are under the jurisdiction of the Ripon Police Department.

SAFE WALKING ROUTES TO SCHOOL



Walking to school each day can be part of a good exercise program that keeps your child healthy, fit, and ready to learn. We have developed safe school walk routes to encourage walking and safe pedestrian behaviors.

This school walk route map shows the recommended route for your child to use walking to and from Barlow Park Elementary/Journey Charter/Barlow Park Charter Schools (BP/JC/BPC). Please review the safe walk routes and consider the path your child will take to school each day. As parents, you will determine the route your child should take from your doorstep to the designated safe walk route found on the map. The safe walk route plan has been developed with the help of the Ripon Police Department. Please note the designated safe walk route may not be the shortest way to school, but it is important that children follow the route, even if they have to walk a little farther to do so.

Please help your child become familiar with their route by walking it together. Teach your child to use designated crosswalks and to follow these safety rules:

Stop at the edges of driveways, and curbs or edges of the street where no curb exists and look left, right, and left again for vehicles before crossing the street.

Younger walkers might use the rhyme "1, 2, 3! It is safe for me!"

Walk, don't run across the street.

Cross at intersections using traffic signals and crosswalks whenever possible.

Walk on the sidewalks, berms, and trails when they are available, or if it is safe and you must walk on the side of the road, walk on the edge, facing traffic if there is no sidewalk.

Make sure drivers see you before crossing in front of them.

Always attempt to make eye contact.

Do not play in driveways, streets, or by the side of the road.

Crossing guards will be posted before and after school at the crosswalks as indicated on the map.

Remember to instruct your child to follow the crossing guard's instructions.

These routes will be reviewed yearly and may change as conditions along the route change. Student safety is a shared responsibility.

COMMUNICATIONS

You will be given information regarding school programs and special events throughout the school year by written notifications that will be sent home with your child. In addition, look for your child's school newsletter on a monthly basis and please visit our district website at www.ripon.k12.wi.us.

If you need to contact your child's teacher, we ask that you do so prior to 8:00 or between 3:15-3:45. At all other times of the day, the office will relay the message to the classroom teacher.

Students may use the office or classroom phones only with special permission. We ask that after school arrangements be made prior to the start of the school day. Special arrangements should be communicated to your child's homeroom teacher via a written note.

In an emergency situation, a parent/guardian may call the school office to relay specific arrangements for the child. Office personnel will ask for child specific information to verify the caller's identity to ensure the safety of all children.

Parents are invited to visit school at their convenience during the school year. We request that parents do not use class time for conferences and discussions. Please make special appointments with teachers for individual conferences.

Parents are always encouraged to participate as a parent volunteer. Interested parents should contact their child's teacher. In addition, parents are invited to participate regularly in parent/teacher meetings, programs, and other school-community organizations.

PROGRESS REPORTS

Progress reports will be distributed to parents two times a year for K-2 students:

Friday, January 28, 2022

Mailed the week of June 6, 2022

FEES

A book fee of \$20.00, will be charged for Grades K through 2. Teachers have been instructed to charge students who lose, damage, or neglect to care for books and school materials assigned to them during the school year. The charge will be based on the replacement cost of the item.

There is also an optional \$20.00 fee for insurance protection on the school's devices that are assigned to students.

MILK PROGRAM

Milk for morning milk break will be taken out of the student lunch account. **Milk is .36 per day.** Please be sure that there are adequate funds in the student lunch account. The office will no longer bill your family for a milk fee.

LUNCH PROGRAM

The school lunch program will start on Wednesday, September 1. The Ripon Area School District currently uses the Lunch Cashier System to manage the hot lunch program. The Lunch Cashier System is a PREPAID computerized program that allows the district to manage information about family accounts including receipts, purchases made against accounts by students or adults purchasing hot lunch or milk, and automatic monitoring of account balances.

The Lunch Cashier System assigns each family an account that consists of all children enrolled in the Ripon Area School District. Each child within the family is assigned a lunch identification number that is used when the child goes through the lunch line at his/her school.

Breakfast Program

Breakfast Program Breakfast is served from 7:45 a.m. – 8:10 a.m.. Students can eat their breakfast in the classroom. **The current cost for breakfast is \$1.50 per day or \$7.50 per week (.30 reduced breakfast price per day).**

Procedures

Students are given their ID cards before they go through the lunch line. At the end of the lunch line, the student gives the lunch card to the cashier. The cashier scans the card and charges the student for the appropriate purchases.

If a lunch ID card is lost or damaged, a new card will be issued. Families will be charged \$1.00 per card after the third replacement.

Account Balances

The concept of the family lunch account is similar to that of a checking account. The accounts should maintain a **PREPAID** positive balance with the lunches being deducted from that positive balance. The current cost for **lunches is \$2.85 per day or \$14.25 per week per child** if your child is in kindergarten through fifth grade. If your family has been approved for reduced lunches, the cost per lunch is \$.40 per day or \$2.00 per week per child. Additional milks or milk for cold lunches can be purchased for \$.36 per carton. We recommend a minimum payment of 10 lunches or \$28.50 per child. If your family has been approved for free lunches, a deposit should be made to cover any additional milk.

Payments may be made online through the Parent Portal, at each school, or mailed to the Administrative Services Center, PO Box 991, 1120 Metomen Street, Ripon, WI 54971. Families will be notified of student account balances by use of a computerized email system. Two types of emails are made weekly. Low balance emails are sent when your student's account falls below \$10.00.

Negative balance emails are made when accounts are at a deficit. Please be sure to verify your correct email address for notifications.

If a student account balance reaches a negative amount, a written notice will be issued. If no response is made to this notice and the student lunch account remains at a deficit, the account will be placed on the deny list and turned over to a collection agency. An administrative fee of \$10 will be charged to the student account.

Families will be notified of low and negative balances by email and mail on a weekly basis (no automated phone calls will be made). When the balance in the family account reaches \$10.00 per student or less, an email will be sent to your home.

Continuing Account Balance

Any money remaining in the student account will be rolled into the following school year.

Account Inquiries

The system has the capability to provide a detailed statement for any time period during the current school year. If you would like a statement showing the activity of your account, please contact the Administrative Services Center at (920)748-4600 with any questions. Account information is also available on the Infinite Campus Parent Portal.

We strongly suggest that families keep a record of the balance in their student account. If you suspect an error, please contact the Administrative Services Center as soon as possible.

STUDENT RECORDS

In response to recent federal and state legislation, the Ripon Area School District has adopted policy and procedures regarding the maintenance and confidentiality of student records. Schools develop and maintain records in the interest of the students and for purposes of instruction, guidance, and research. Student records are classified into the following three categories:

1. Directory data.
2. Progress records.
3. Behavioral records.

Generally, student records remain confidential and are not subject to release without the written permission of the parent or guardian of a minor student. One notable exception relates to certain types of information included in the directory data category. It is the intent of the Ripon Area School District to make available and release the following personal identifiable information contained in a student's education record without prior written consent unless the parent objects to such release:

1. The student's name.
2. The student's photograph.
3. The student's major field of study.
4. The student's participation in officially recognized activities and sports.
5. The student's weight and height if a member of an athletic team.
6. The student's date of enrollment and withdrawal.
7. The student's degrees and awards.
8. The name of the school most recently attended by the student.

Parents have two weeks from the beginning of each school year to advise the building principal in writing of any or all of the above items that they refuse to permit the district to release.

Because this Administrative Code affects all students both currently enrolled and those who will be leaving the Ripon Area School District, it is important that students and parents are made aware of the written policy governing the content, maintenance, and confidentiality of student records. The right to privacy and the protection of confidential information is the concern of the Ripon Area School District. Anyone wishing more information on the Administrative Code or necessary permission forms should contact the building principal or counselor.

Progress records may include identification information, a statement of courses taken by the student, student's extra-curricular activities, and the student's attendance record. Progress records will be kept indefinitely.

Behavioral records include all school records other than progress records. They may include standardized achievement test scores, psychological test scores, physical health records, and teacher evaluations other than Grades. Behavior records will be destroyed one year after the student graduates or was last enrolled in Ripon Area School District unless the parent/guardian of a minor student gives written permission that the record be maintained for a longer period of time.

All records are confidential except to a parent of a minor student or a legal guardian of a minor student. These persons, upon written request, will be shown the behavioral records. A qualified school district person must be present to explain and interpret the record. Written requests for copies of progress or behavior records submitted to the building principal will be honored within a reasonable length of time, not to exceed 45 days.

Transfer of student records will be made upon written notification by the parent/guardian of a minor student that the student intends to enroll in another school district, or upon the request of the district where the student has enrolled.

In addition, students and parents/guardians need to be aware of the opportunity to file a complaint with the Family Policy and Regulations Office of the Department of Education should a student records situation warrant such action.

ALARMS AND DRILLS

Fire Alarms: When the fire alarm sounds, students must leave the building in single file and in an orderly manner. Each classroom has posted directions for fire drill procedures and has a designated meeting spot on the school grounds. These directions are posted on the wall near the classroom door. In addition, monthly drills will be performed for practice purposes. The principal or principal designee will notify students and staff when it is safe to re-enter the building.

Severe Weather Drills: When the school receives a tornado warning, students will be instructed to move to the designated safety areas. An all-clear announcement will be made when the danger has passed.

Lock Down: Lock Down refers to an intruder on the school site. Each classroom has directions for Lock Down procedures posted on the wall near the classroom door. The principal or principal designee will notify students and staff of an all-clear status.

Medical Emergency: Medical Emergency refers to a procedure to enlist the aid of a first responder team to a child or adult health emergency situation. Each classroom has directions for Medical Emergency procedures on the wall near the classroom door.

SCHOOL PERMISSION FORMS

Each fall, a variety of school forms are distributed for parent signatures to provide you with the opportunity to make decisions on your child's behalf.

- Picture Taking/Videotaping Permission
- Field Trip Permission Form
- Student Survey Permission
- Acceptable Use Policy, Student Privileges and Disclosure of Student Data Form

COMPUTER/INTERNET USE

Internet

The Internet is an electronic highway connecting thousands of computers all over the world. Global network connections make it impossible to control all materials. An Internet access management filter is used to block access to Internet sites that are deemed inappropriate; however with this filter as with others it is not possible to block all sites that may be inappropriate. Students may access the Internet for instructional purposes provided that they have parental permission. Students will be under direct adult supervision when using the Internet.

Student Projects on the Web

In conjunction with classroom activities/projects, under the supervision of an adult, students have the opportunity to contribute to web pages on the district's web servers. No personal, non-education related material may be placed on official district and/or building specific web pages. However, students may post student-created work and projects.

Acceptable Use

The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

To ensure that the Board's computer resources are not used for inappropriate purposes and consistent with the Children's Internet Protection Act, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, contain child pornography or are harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to material that is inappropriate and/or harmful to minors. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet because it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/guardians are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the internet.

Students shall not access social media for personal use from the District's network during the school day, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and may have disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines. Please reference the entire policy by navigating to www.ripon.k12.wi.us, then to the Board tab, Bylaws and Policies, 7000, 7540.03, and click on 7540.03.

INFINITE CAMPUS DATABASE

Infinite Campus is the district's student management system. The parent portal is one component of the system. Information that can be accessed through the parent portal includes: general school communications, attendance, discipline events, lunch balance, and progress reports cards.

The Ripon Area School District has switched registration information to the Online Registration process (OLR). Through the parent portal, parents can update all of their information, transportation, health and permission information. Parents can contact Britnie Meyer at meyerb@ripon.k12.wi.us if they need additional assistance.

FIELD TRIPS

1. School-authorized field trips will be scheduled during the school year. The consent form that you receive at the beginning of the school year can grant your child permission for all field trips that take place during the current school year. Teachers, however, will inform parents of these trips in advance. We ask your cooperation in granting your permission for these educational opportunities. Students who are not participating in field trip activities are to attend school for alternative educational programming.
2. All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the principal or coach/advisor by parent, in writing, to allow an exception.
3. **Special Note:** Due to insurance liabilities, adult chaperones are not allowed to bring the siblings of students or other guests along on field trips. In addition, school sanctioned field trips are intended for students, teachers and chaperones only. Chaperones will be expected to adhere to preset school guidelines and itineraries. Chaperones may need to drive separately pending available space on buses. All chaperones will need a district background check to accompany students on field trips.

HEALTH SCREENINGS/IMMUNIZATION PROGRAMS

Each student should have the immunizations required by law or have an authorized waiver. If a student does not have the necessary shots or waivers, s/he may be excluded from school as permitted by law. This is for the safety of all students and staff. Any questions about immunizations or waivers should be directed to the school nurse.

The school nurse will organize a series of screening and immunization programs during the school year. You will be notified of these programs through the local paper or by letter. Whenever parental signatures are needed, the proper forms will be sent to you.

DEVELOPMENTAL GUIDANCE PROGRAM

A systematic guidance program is an integral part of the K-5 curriculum. The major purposes of this program are to:

- Give students assistance in dealing with their educational, social, and/or personal challenges.
- Help students understand and appreciate their own abilities, aptitudes, interests, strengths, and limitations.
- Assist students in making the best use of their potential.
- Educate and practice effective decision-making skills.

Support groups to help students deal with such issues as stress, behavior, divorce, relationships, and loss will also be offered on an as needed basis. Student participation in individual or small group counseling sessions is voluntary.

DRUG FREE SCHOOLS

School districts are required by the Drug-Free Schools and Communities Act Amendments of 1989 to notify students, parents/guardians, and employees that compliance with the district's alcohol and other drug use policy prohibitions are mandatory.

The use of all tobacco, drug, and alcohol products is strictly prohibited not only within school buildings but also on school grounds.

CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES

During the school day students are generally prohibited from using or displaying in plain sight electronic communication devices (ECDs) including, but not limited to, cell phones and pagers, in school buildings and vehicles, and at all school sponsored activities. However, the Board of Education recognizes the value of students maintaining communication with their parents/guardians and other appropriate persons for health, safety and educational purposes. Therefore, possession and use of ECD's may be permitted only if use by the student is determined by the principal to be for a medical, school, education, vocational, or other legitimate use. Parents are discouraged from using cell phones during hours of instruction so as not to disrupt the educational process in our schools.

RECREATIONAL DEVICES AND TOYS

Students are discouraged from bringing recreational devices and toys from home to school. The school attempts to provide a wide variety of large and small motor equipment to foster cooperative play. The school is not responsible for theft, loss, or breakage of items from home.

SHOES FOR PHYSICAL EDUCATION

We are recommending that the children possess a pair of non-skid tennis shoes or other washable, rubber-soled shoes for wear exclusively during physical education classes. Please try to avoid choosing shoes with black soles, as these soles tend to make black streaks on the floors that are hard to remove.

LOCKERS

All students are assigned a locker/cubby. Students are not permitted to place locks of any sort on lockers.

Lockers are to be kept neat and clean. Stickers or other glue adhered items are not permitted. The school administrators or teachers have the right to remove such pictures/ads from school lockers. Students are required to keep their belongings only in the locker assigned to them. Money and valuables are not to be kept in the lockers. The school is not responsible for articles lost or stolen from lockers.

Students' lockers are school property and remain at all times under the control of the school. Inspections may be conducted by school authorities at any time, for any reason, without notice, without student consent, and without search warrant. Any unauthorized item found may be removed and held by the school, without safekeeping liability, until such time as a proper determination for dispensing of the article is made. Illegal or contraband articles will be turned over to legal authorities for ultimate disposition.

HEALTHFUL TREATS

In conjunction with our District wellness policy, our school strives to promote healthy eating in all foods available on school grounds or in school-sponsored activities. Therefore, it is recommended that snacks provided by parents be healthy and nutritious.

BIRTHDAY RECOGNITION

There is no expectation to recognize your child's birthday during the school year. However, if you choose to send a classroom treat, we strongly encourage snacks that are healthy and nutritious. In addition, we

discourage the delivery of birthday balloons and flower bouquets to school. Balloons and flowers are held in the school office until the end of the school day at which time they are sent home with the child. For safety reasons, no balloons or flowers may be transported in school vehicles. For the safety of all students, no latex balloons are allowed on school property.

NONDISCRIMINATION POLICY

The Ripon Area School District Board does not discriminate on the basis of race; color; national origin; age; sex (including transgender status, change of sex, sexual orientation, or gender identity); pregnancy; creed or religion; genetic information; handicap or disability (in accordance with Policy 3123, AG 3123A, and AG 3123B); marital service; citizenship status; veteran status; military service (as defined in 111.32, Wis. Stats.); national origin; ancestry; arrest record; conviction record (in accordance with Policy 4121); use or non-use of lawful products off the District's premises during non-working hours); declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters; or any other characteristic protected by law in its employment practices.

The district encourages informal resolution of complaints under this policy. If any person believes that the Ripon Area School District or any part of the school organization has failed to follow the law and rules of S.188.13 Wis. Stats., or in some way discriminates on the basis listed above, s/he may bring or send a complaint to the Administration Office at 1120 Metomen St, P.O. Box 991, Ripon, WI 54971

In compliance with Title IX, the Ripon Board of Education has adopted a resolution that provides as follows:

1. The Ripon Area School District recognizes that Title IX prohibits discrimination on the basis of sex.
2. The Director of Business Related Services has been appointed School District Compliance Officer, and shall be available to answer inquiries concerning provisions of Title IX. He may be contacted during office hours at 748-4610.
3. An evaluation committee has been established to review policies, practices, and procedures with the intent of assuring compliance.

The following steps shall be followed in resolving alleged complaints relating to noncompliance of Title IX:

1. Complaints shall be submitted in writing to the school administrator at the appropriate level, beginning with the building principal unless that individual is the source of the complaint, who can provide resolution of the complaint.
2. If the complaint is not successfully resolved to the satisfaction of the complainant, it may be appealed in writing including a statement of facts comprising the alleged noncompliance to the above named compliance officer.
3. The compliance officer shall make an investigation of the complaint and will file a written report with recommendations with the Superintendent of Schools within 15 working days.
4. Upon receipt of the written report, the Superintendent of Schools shall hold a conference with the person alleging the noncompliance and the compliance officer. Within 15 days, the Superintendent of Schools shall indicate the action to be taken.
5. If the person with the complaint is not satisfied with the action taken by the Superintendent of Schools, that person may request a conference with the Board of Education by filing a written request with the Superintendent of Schools or the President of the Board of

Education. A conference with the Board of Education shall be scheduled no later than 30 days after receiving the request.

SEXUAL HARASSMENT POLICY AND PROCEDURES

Students

The Board of Education acknowledges the regulation (45 Federal Regulation 74676) issued by the E.E.O.C. (Equal Employment Opportunities Commission) regarding sexual harassment as a violation of Title VII of the Civil Rights Acts of 1964. Sexual harassment is also a violation of Title IX of the 1972 Education Amendment. Sexual harassment in the context of its use in this district policy is a prohibited practice whether or not the student being harassed also is a school employee.

Sexual harassment is a form of personal misconduct that undermines the integrity of the student-to-student/school-to-student relationships. All students must be allowed to learn in an environment free from sexual overtures. Sexual harassment does not refer to occasional innocently intended compliments received and accepted as such by the student.

It refers to behavior which is personally offensive (either to students or community standards), which debilitates morale, and which therefore interferes with the school site learning effectiveness of its victims and others. Sexual harassment may include actions such as:

- sex oriented verbal "kidding" or abuse;
- subtle pressure for sexual activity;
- inappropriate physical contact such as patting, pinching, or intentional brushing against another's body;
- demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning a student's classroom status or employment status.

Sexual harassment is a prohibited personnel/student/school visitor practice which results in discrimination for or against a student on the basis of conduct not related to learning performance but rather is related to the promotion of sexual contact or the refusal to react cooperatively to sexual overtures.

It is possible for sexual harassment to occur at three levels: (1) among peers or fellow students, (2) between employee supervisors and student subordinates, and (3) imposed by school visitors on students. Individuals who experience sexual harassment should make it clear that such behavior is offensive to them and may file a written complaint with the building principal. In fulfilling its obligation to maintain a positive and productive learning environment, the district will make every attempt to halt any harassment of which it becomes aware by calling attention to this policy or by more direct disciplinary action, if necessary. Local law enforcement agencies will be notified if the building principal/district compliance officer feels such a referral is appropriate.

Individuals verified to have instigated this type of harassment are subject to disciplinary action, including but not limited to suspension or removal from school enrollments (student/peer) or employment (employee/supervisor).

Any person who believes s/he has been sexually harassed in violation of this policy and remains unsatisfied with building principal complaint handling may file a written complaint with the compliance officer who has been designated by the district administrator.

Personnel

Sexual Harassment Complaint Procedure

Except in any case where the building principal is the person charged with harassment, the building principal of the affected student(s) is to first be involved by the student(s) in preliminary discussions leading to any student decision to petition the district's designated complaint officer for corrective action. The role thus fulfilled by the principal is that of building level sexual harassment compliance officer.

Direct communication with the district's designated compliance officer is the right of the student when the principal is the accused harasser. Corrective actions aimed at preventing any repetition of a verified sexual harassment event are, where possible, intended to be the responsibility of the principal.

Where principal actions are considered ineffective or inappropriate for a given situation (in the view of the complaining or the accused persons), the school district's designated compliance officer may be petitioned for corrective action. All student complaints must be reduced to written form for processing at either the building or the district level. Steps I and II of the listed complaint procedure govern building level complaint processing by the principal. Steps I - IV govern district level processing by the designated compliance officer.

The Director of Business Related Services is the district level designated compliance officer for the Ripon Area School District. The compliance officer is responsible for coordinating federal regulations concerning sexual harassment. All complaints received in compliance with Step I criteria (see listing below) will be investigated.

Step I Any complaint shall be presented in writing by the affected complaining student to the complaint officer. The complaint should include the specific nature of the harassment and corresponding dates, and also include the name, address, and phone number of the complainant. (The complaint officer may not receive/process complaints against himself/herself. Such complaints shall be filed with the district administrator who shall follow Steps II - IV procedures).

Step II The compliance officer shall thoroughly investigate the complaint, notify the person who has been accused of discriminating, permit a response to the allegations and arrange a meeting to discuss the complaint with all concerned parties within ten (10) working days after receipt of the written complaint, if deemed necessary. The compliance officer shall give a written answer to the complaint within fifteen (15) working days after receipt of the written complaint. The complainant and/or the accused has the right to be represented at procedural hearings.

Step III If the complainant or accused employee or non-employee is not satisfied with the answer of the compliance officer, s/he may submit a written appeal to the district administrator or designee indicating with particularity the nature of disagreement with the answer and reason underlying such disagreement. Such appeal must be filed within ten (10) working days after receipt of the compliance officer's answer. The district administrator or designee shall arrange a meeting with the complainant and other affected parties, if requested by the complainant or accused employee, at a mutually agreeable time to discuss the appeal. The district administrator or designee shall give a written answer to the appellant within ten (10) working days.

Step IV If the complainant or accused employee or non-employee is not satisfied with the answer and wishes to file an appeal, an appeal may be filed in writing with the Board of Education clerk within ten (10) working days after receipt of the Step III answer.

The Board of Education shall, within twenty (20) working days, conduct a hearing at which time the appellant shall be given an opportunity to present his/her concerns and arguments. The Board shall give a written answer to the appeal within ten (10) working days following completion of the hearing.

Any sexual harassment complaint verified via this board procedure and not successfully challenged through appropriate appeal steps will result in at least placement of a letter of admonition in the file of any offending student or employee. A similar certified mail correspondence of admonition will be sent to any offending non-employee school visitor. More serious disciplinary actions will be considered in keeping with either (a) the adjudged seriousness of the offense(s) or (b) any repetitious nature of offenses occurring after the first written admonition is filed. Any need for disciplinary action against a student or employee beyond a letter of admonition must be relayed through the offending students'/employees' principal for an endorsement to the superintendent for possible recommendation of the Board of Education action. Verified repetitions of non-employee school visitor policy infringement of sexual harassment guidelines will result in the school principal's sanctioning of this offending individual's eligibility to be present in school facilities where students are gathered.

LIVE ANIMAL POLICY

Use of animals in classrooms shall be limited to that necessary to support the educational mission (e.g., assistance animal), taking into consideration that some animals can cause or exacerbate allergic reactions, spread bacterial infections, or cause damage and create a hazard if they escape from confinement. To guarantee the health of our students and staff, all visitation requests will be approved by the principal for outdoor visitation only. The exception to this policy would be any Therapy Animals.

Parent permission would be obtained prior to animals visiting the classroom. The presence of animals on school property shall further be governed by local laws and ordinances pertaining to animal control. Such laws and ordinances may vary depending on the location of the building/property. Any animal legitimately brought to the school setting must be appropriately housed, humanely cared for, and properly handled/controlled. In addition, no animal approved in advance of exhibition in a school district setting may be transported to/from that setting in or on school district vehicles transporting children.

Live Animals - Uncontrolled

Any uncontrolled animal discovered on school property and considered a reasonable threat to the health, safety, or welfare of humans or to be a likely disrupter of school activities is to be reported to building supervisors. As deemed necessary, supervisors will contact appropriate law enforcement representatives to verify steps to be taken to assure safe control/removal of the animal.

PROGRAM/CURRICULUM MODIFICATIONS

In response to Section 118.15(1)61 of the state statutes, parents/guardians need to be aware of the right to request program or curriculum modifications for their child. This request for modifications should be submitted in writing to the building principal as per the guidelines of the statutes. A conference between the parent/guardian, the building principal, and classroom teacher will be scheduled to establish a modification plan.

STUDENT RELIGIOUS ACCOMMODATIONS

Recognition of Religious Beliefs and Customs

As per district policy 6141.2, the Ripon Area School District reaffirms the basic American tradition of separation of church and state. Such a policy is the logical outcome of the pluralistic nature of the religious beliefs of Americans from colonial days to the present. The proper place for religious observance is in the home and place of worship.

Flag Salute and Treatment

In the instructional program, sufficient time is taken to discuss what the Flag and Flag Salute represent. The Pledge of Allegiance may be recited and/or the National Anthem may be played daily. Those children who have religious or conscientious objections may be excused from participating in the exercise itself.

Religious Beliefs and Practices

Recent decisions of the U.S. Supreme Court have made it clear that it is not the province of a public school to support or discourage religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of choice. While Ripon is a predominantly Christian community in formal profession, the rights of any minority, no matter how small, must be protected. No matter how well intentioned, either official or unofficial sponsorship of religiously-oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual churches, groups of churches, or private organizations. While the protection granted by the Constitution to religious belief is absolute, freedom to practice is protected only insofar as the rights of others are not thereby infringed. In the spirit of protecting constitutional liberties and true religious freedom the following policies are established:

1. Bible reading and prayer

Classroom teachers shall not use prayer, Bible readings, or readings from other specifically religious works as a devotional exercise or an act of worship. However, the use of such readings in connection with objective studies in comparative religion, social studies, literature, and the like is encouraged. The school will continue to accept its share of responsibility in the teaching of civil morality.

2. Religious Holidays

School observance of religious holidays with a devotional exercise or an act of worship is prohibited. Acknowledgment of, explanation of, and teaching about, religious holidays is encouraged. Parties, decorations, and the like are permitted, but it is the responsibility of all faculty members to see that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups, and do not interfere with the regular school program. As far as practicable, school vacations and holidays will be scheduled to permit individual observance of religious holidays.

3. Religious Services

The baccalaureate observance is a time-honored part of the graduation program, with attendance by graduating seniors being voluntary.

4. Music and Drama

It is recognized that sacred music forms a large and important part of choral literature and the use of such material in the teaching of music is encouraged. While it is difficult to separate the musical and religious values in this field, every endeavor shall be made to select and use such music on the basis of musical and artistic merit alone. Programs and

concerts may include sacred music and may be identified by seasonal or holiday names, but shall not incorporate religious readings or dramatization of religious stories to the extent that an atmosphere of worship is created. This policy does not prohibit the treatment of religious themes in serious dramatic works of recognized merit, but it is the responsibility of faculty members directing such activities to make certain that an atmosphere of approbation or condemnation of specific religious doctrines is not created.

5. Religious instruction and influence

Promotion of specific religious or anti-religious doctrines or beliefs is prohibited in connection with any school activity. Examination of such beliefs in connection with their influence on history and the structure of society is permitted and encouraged as previously suggested, on the preceding page, but such treatment shall be done in the most objective manner possible. At no time shall specific items of religious belief be the subject of destructive criticism or ridicule by a faculty member in relations with students either in a curricular or extracurricular activity.

6. Distribution of religious materials

No Bible or portion thereof, or religious or anti-religious document or article, shall be distributed by the schools, or through or in cooperation with the schools by any person or outside agency.

RELIGIOUS INSTRUCTION RELEASE TIME

Beginning in September and ending in May, all students in grades K-2 are eligible to be released from school classes on Wednesdays at 2:30 p.m. to attend religious instruction classes offered in the various area churches.

A request form signed by the parent/guardian must be on file in the school office in order for a student to be released to attend religious instruction. Forms are available in the school office and/or at the participating churches. School programs such as bus transportation schedules, daily instructional programs, or other school activities will not be altered to accommodate students who elect to participate in this program. Students who fail to report to the religious class may forfeit this release privilege.

PROMOTION, TRANSFER, AND RETENTION

Optimal school achievement is obtained when students experience success in their daily activities and building upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

Promotions: Occurs when a student has met the grade-level criteria as described in detail below.

Transfer: Occurs when a student has not met the grade-level criteria as described in detail below.

However, the Building Consultation Team recommends and the building administrator concurs that it is in the student's best interest to move to the next grade.

Retention: Occurs when a student has not met the grade-level criteria as described in detail below based on the recommendation of the Building Consultation Team with the concurrence of the building administrator.

Building Consultation Team: A Building Consultation Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate.

Such a team may include:

Classroom teachers

Counselors and other support staff

Building Principal or assistant principal
Parents

Final decisions on student promotion, transfer, or retention rest with the building principal. To implement Board policy, the following guidelines are to be utilized:

4PS

Criteria: When the Building Consultation Team is convened, the following criteria shall be considered:

- Current level of achievement
- Potential for success at the next level
- Emotional, physical, social maturity
- Attendance

Grades K-8 Level

Criteria: To be promoted all students in Grades K-8 must demonstrate adequate progress in reading and mathematics. Literacy and numeracy are the foundation of all core subjects. To that end, adequate progress will be determined by end-of-year report card standard scores for core academic subjects at a score of “3” or higher. If adequate progress is not evident based on the report card scores, multiple measures may be used to compile a complete student learning profile for promotion consideration.

The multiple measures to consider may include, but are not limited to:

- Wisconsin School Assessment System Examination scores
- Response to Intervention/Instruction documentation
- Local assessments
- Teacher recommendations
- Demonstrate adequate progress toward attainment of annual goals specified in the Individual Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student.

Remediation Opportunities: School personnel shall make a concerted and repeated effort throughout the school year to notify the parents of students who are at-risk of not meeting grade level expectations and thus, may not be eligible for promotion. Opportunities to support student learning will be suggested and encouraged. In this way, students (with the support of their parents) can take full advantage of Response to Intervention/Instruction (RtI) time, BRAVE after school tutoring, Summer School, or other remediation learning opportunities for the purpose of meeting the Gr.-level criteria as described above to be eligible for promotion.

Appeal Process: Parents of students recommended for retention may appeal to the Superintendent or designee. Such appeals should be filed in writing no later than five (5) days after receiving the official letter of retention. The appeal petition must include reasons why the parent/guardian believes the student should be promoted. The Superintendent or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

DEATH RESPONSE PLAN

In the event of a death of a family member or close friend, we ask that you notify the school’s principal or guidance counselor. The information provided will allow the school staff the opportunity to respond appropriately, assist the child in coping with the feelings related to such a loss, and sensitize the staff and students to your child’s needs during the difficult time.

CHILD ABUSE AND NEGLECT REPORTING

In accordance with Wisconsin State Statute Section 48.981, all school personnel have a legal responsibility to report suspected child abuse or neglect our law enforcement agency.

School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect upon initial suspicion of the same. The involved agency may contact, observe or interview a child at school without permission from the child's parent, guardian, or legal custodian as necessary to determine if a child is in need of protection or services.

STUDENT DRESS AND GROOMING GUIDELINES

Responsibility for the personal appearance of students shall normally reside with students and their parents/guardians. Student clothing should be clean and safe to wear for the types of activities performed by the students. Student dress or grooming should not however, affect the health/safety of students or disrupt the learning process within the classroom/school. Clothes should be neat, modest, clean and appropriate for school activities. Articles of clothing or hair styles that are determined by the building administrator/designee to substantially interfere with the educational process is prohibited. Examples include, but are not limited to, the following: clothing and/or expressions that are obscene, representative of illegal behavior (i.e., promotion or drug/alcohol use), disparaging or demeaning to others (racial, religious, sexist, or ethnic inscriptions), contain sexual references/double meanings or apparel/signs symbolic of gang related activity. Physically revealing attire is not permitted. Failure to comply with dress guidelines will result in appropriate action being taken by the building administrator/designee. According to state regulations for public buildings, footwear must be worn at all times.

Jackets, coats, and hats are not to be worn in the classroom. Recommended winter outdoor wear may include hats, mittens/gloves, heavy winter coats, boots, and snow pants.

TRANSPORTATION RULES AND REGULATIONS

Students and parents are advised that, in order to maintain bus-riding privileges on school buses, the following responsibilities must be observed:

Parent Responsibilities

- A. Shall realize that school bus transportation is a "privilege" not a "right". Students who misbehave may be denied the privilege of riding on the bus since their misbehavior jeopardizes the safety of all other riders.
- B. Shall be notified prior to withdrawal of such privileges by the school principal.
- C. Should periodically review the bus transportation and safety rules with their children.
- D. Should encourage their children to observe and practice all of the rules and regulations.
- E. Should request in writing, in advance, any exception to the rule that students will ride on assigned buses. Requests will only be made to the school principal or his/her designee. Parents will assume the responsibility for the child when such a request is made and granted.
- F. Should call the bus driver or another student rider if their child is not attending school.

- G. Are responsible to pay for damage to school buses when such damage is the result of vandalism committed by their child(ren).
- H. Shall accept responsibility for the welfare and supervision of students using school buses until the students actually board the bus for school and after the students get off the bus on the return trip.
- I. Shall cooperate with the school and/or representative of the bus contractor relative to student safety violations or conduct reports.
- J. Should communicate with the school principal or director of business related services concerning any transportation problem or situation.
- K. Shall observe all school property, traffic, and road regulations. **(DO NOT PARK OR STOP IN BUS LOADING/UNLOADING AREAS.)**

Student Responsibilities

- A. General
 - 1. Realize that school bus transportation is a privilege, not a right.
 - 2. Shall respect and obey the instructions of the bus driver.
 - 3. Shall look after the safety of younger children.
 - 4. Shall observe all rules and regulations that apply to bus transportation.
 - 5. Shall conduct themselves in a safe manner at all times.
 - 6. Shall ride on assigned buses unless authorized by the principal to make a change.
 - 7. Will board and leave from their bus at selected designations unless written parental permission is granted and approved by the principal to be let off at other than the regular stop.
 - 8. Shall respect other people and their property while waiting for the bus.
 - 9. Shall, when made necessary and is unavoidable, walk on the roadside facing traffic.
 - 10. Students are to walk between or behind buses only in specially designated loading areas.
- B. Prior to loading
 - 1. Be on time at the designated school bus stops arriving about 3 minutes before the bus is due.
 - 2. Stay off the road while waiting for the bus.
 - 3. Line up in an orderly single file at the end of the driveway (not on the road). Do not proceed toward the bus until the bus comes to a complete stop, the bus driver gives the signal for crossing, and you have checked for oncoming traffic. Proceed across the road at least 10 steps in front of the bus.
 - 4. Use the handrail and watch your step when boarding the bus.
 - 5. Be courteous. Do not take advantage of younger children in order to get a seat.
- C. While on the bus
 - 1. Keep hands and head inside the bus at all times. Sit quietly, facing the front of the bus.
 - 2. Assist in keeping the bus safe and sanitary at all times. Eating and drinking are not permitted on the bus except during various extracurricular trips with the approval of the chaperone and bus driver.
 - 3. Remember, loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
 - 4. Treat bus equipment as valuable furniture in your home. Damage to seats, windows, and other equipment must be paid for by the offender or his/her family.
 - 5. Never tamper with the bus or any of its equipment.
 - 6. Leave no books, lunches, or other articles on the bus.
 - 7. Keep books, packages, coats, and other such objects in your lap, not in the aisles or driver's area. Large musical instruments, large art and technology education projects, and other

similar objects, are not to be transported without the approval from the principal and/or bus driver.

Animals are not permitted on school owned vehicles at any time. Ask the bus driver if you are in doubt as to what objects may be transported on the school bus.

8. Remain in the bus in case of road emergency unless directed to do otherwise by the bus driver.
9. Do not throw objects or paper inside the bus or out of the bus window.
10. Always remain in your seat while the bus is in motion. Exceptions are:
 - a) You may move to the front as the bus approaches your stop;
 - b) You may move to the front during the previous stop to get ready for your drop-off.
11. Always be courteous to fellow students, the bus driver, and pedestrians.
12. Keep absolutely quiet when approaching a railroad crossing stop and remain quiet until the bus has crossed the railroad tracks.
13. Refrain from the use of tobacco products.
14. Refrain from the use of profane or vulgar language.

D. Arrival at school or designated stop

1. Remain seated until it is your turn to leave the bus.
2. Disembark the bus from front to back one seat at a time starting with the left front seat (the seat behind the driver) and then the right seat and alternate toward the back until all seats are emptied.
3. Be quiet and orderly as you leave the bus.

E. After leaving the bus

1. If you have to cross the road:
 - a. Do not loiter near the bus.
 - b. Do not walk alongside the bus toward the rear of the bus.
 - c. Keep your hands off the bus.
 - d. Proceed 10 steps to the front of the bus.
 - e. Cross the road only after receiving a signal from the bus driver and you have checked for oncoming traffic.
 - f. Go directly home.

NOTE: This section applies only to areas that do not have sidewalks and curbing on both sides of the street.

F. Extracurricular activity trips

1. Remember that the above rules and regulations will apply to any trip sponsored by the school district.
2. Respect the wishes of chaperones appointed by the school officials to accompany the bus riders.
3. Return on the same extracurricular bus as used for delivery unless written authorization has been presented to the chaperones or coach in advance by the parent or guardian.
4. Under no circumstance will students be allowed to be dropped off at any location other than the original departure point on the return of an extracurricular trip.

STUDENT BUS CONDUCT

Student conduct has as its objective the securing of desirable behavior on the part of all students riding the bus. The school bus is an extension of the classroom. In fact, it has been referred to as a “classroom on wheels.” The school day begins when the students enter the bus and the school day ends when they leave the bus. Although the prime responsibility for a student’s conduct rests with the administrator of the school in which the student is enrolled, the school bus driver is responsible for the health, safety, and

welfare of each passenger while in transit. Thus, the school bus driver has the same type of responsibility for the student as the classroom teacher. Moreover, since the driver is liable for negligence, s/he should be permitted to recommend those actions which will result in improved safety for the passengers, himself/herself, the vehicle, and other highway users.

The bus driver is expected to be “captain of the ship” and is completely responsible for the conduct of his/her passengers. The bus driver has immediate authority over students at all times while being transported to and from school on trips. Discipline problems shall be reported promptly to the principal of the student involved.

The school bus driver should never attempt to correct student behavior when the bus is in motion. Stop the bus on the side of the road and wait for the students to quiet down. The very act of stopping the bus to reprimand a student lends emphasis to the situation. Speak to the offender or offenders in a courteous manner with a firm voice but do not display anger. It may be necessary at times to move an offender to a seat near the driver. Solicit the cooperation of the school principal before the problem becomes too serious.

If the student refuses to cooperate with the driver, notify the student that the driver intends to call the police department. If the student still refuses to cooperate, call the police and LB Leasing.

As a means of maintaining safety and/or student control on the district school buses, it is recommended that student discipline cases be handled in the following manner. A “Bus Conduct Notice” shall be completed for all student discipline incidents.

- A. For the first minor student offense of misconduct, the bus driver shall assign a bus seat for a period of time not to exceed 10 school days. The building principal will inform the parents in writing of the action taken.
Please note that the assignment of bus seats for disciplinary reasons does not restrict and/or prohibit the driver’s privilege of assigning seats to any or all student bus passengers for other reasons when deemed necessary and/or advantageous to more efficient bus operations. (If a student already has an assigned seat, the bus driver should note it on the “Bus Conduct Notice.” The principal has the option to implement an in-school disciplinary response.)
- B. For the second minor offense of misconduct, the bus driver shall assign a student a bus seat until further action is taken. (If a student already has an assigned seat, the bus driver should note on the “Bus Conduct Notice.” The principal has the option to implement an in-school disciplinary response.) The building principal will also inform the parent in writing of the action taken. Furthermore, the principal has the option of not releasing the student from his/her assigned seat until a parent-student-bus driver administrator conference is held at which time the disciplinary problem can be discussed and satisfactorily resolved.
The parents and the student will also be informed at the joint conference that, should another violation occur during the course of the school year, suspension of riding privileges may be invoked pursuant to paragraph C, D, and E.
- C. For the third minor offense of misconduct, the student may be suspended from bus riding privileges for not more than 5 school days by the school district administrator or principal designated by him/her. Prior to said suspension, the student shall be advised in writing of the reason for the proposed suspension and shall have an opportunity to respond thereto. The parent or guardian of a minor student suspended from bus riding privileges shall be given prompt notice in writing of the suspension and the reason therefore. The suspended student or his/her guardian

may, within 5 school days following commencement of the suspension, have a conference with the school district administrator or his/her designee who shall be someone other than a principal, administrator, or a teacher in the suspended student's school. Such suspension shall be governed by Section 120.13(1)(b), Wisconsin Statutes and the policies and rules of the school district governing student suspension. For students whose individual educational program requires that transportation is to be provided, the District will provide some form of alternate transportation.

- D. For the fourth minor offense of misconduct, the student shall be suspended from bus riding privileges and serve an in-school or out-of-school suspension from the school for not more than 5 school days by the school district administrator or a principal designated by him/her. Such suspension shall be governed by section 120.13(1)(b), Wisconsin Statutes, and the policies and rules of the school district governing student suspension. For students whose individual educational program requires that transportation is to be provided, the District will provide some form of alternate transportation.
- E. For repeated or major offenses of misconduct or for conduct which endangers the property, health, or safety of others, and when expelling a student from bus riding privileges or from school is being considered, a student may be suspended from bus riding privileges or from school for not more than 15 school days. For students whose individual educational program requires that transportation is to be provided, the District will provide some form of alternate transportation. If a hearing is scheduled to determine whether the student should be expelled from either bus riding privileges or from school, a notice of the hearing shall be sent to the student and, if the student is a minor, to his/her parents or guardian. For students whose individual educational program requires an educational program be provided, the District will provide some form of an alternate educational program. Said notices and expulsion proceedings, whether expulsion from bus riding privileges or expulsion from school, shall be governed by the procedures of section 120.13(1)(b), Wisconsin Statutes, and applicable policies and rules of the school district.
- F. Additional information regarding suspension of bus privileges
1. In situations where the safety and well being of the other bus passengers are being threatened, the building principal has the authority to suspend the normal disciplinary procedures.
 2. Bus drivers will contact the director of related services if they are unable to contact a principal.
 3. Students can never be suspended unless prior notice is given to the parent.
 4. Prior to sending a registered letter (or bus conduct report) to the parent, the principal should call the parent and the suspension can take effect on the following school day. Should it be impossible to call the parent, the principal will:
 - a) Give the letter to the student to take home to the parent. The suspension will begin on the following school day.
 - b) In some situations, it is possible that the student will be transported, but only until s/he is given the letter or the parent is called.
 - c) The principal is to be certain that the bus driver is aware of the exact dates of the suspension.

HOMEWORK

Parental Guidelines:

- Parents requesting homework assignments for absent children should contact the school office attendance line no later than 8:30 a.m. to allow time for assignment preparation. Parents may pick up work between 3:15-3:45 p.m. We appreciate the acceptance of this responsibility by the parent. The number is as follows: BP/JC/BPC: 748-1540
- Parents need to provide positive home study environments. Adequate, regulated time blocks free from distractions (radio, TV) should be frequently monitored.

- Parents should recognize academic performance as the primary school concern. Student involvement in extracurricular activities is secondary.

Student Guidelines:

- Students should be encouraged to keep assignment notebooks when applicable as homework may be given in all classes, including physical education in the upper elementary grades.
- Students must recognize the importance of scheduling adequate and effective study time. Homework completion of high quality is an essential part of the learning process.
- Students must accept, as their own responsibility, obtaining homework assignments missed due to absences.
- Students should recognize that the completion of missed homework in a timely fashion is essential for the retention of subject matter.

Teacher Guidelines

- Teachers will clearly convey homework assignments and expectations to students.
- Teachers will exercise flexibility in assigning homework with regard to total school curriculum workload.
- Teachers will use progress reports in notifying parents of missing assignments.

PARENT DAILY QUESTIONS

What are the Parent Daily Questions?

The “Parent Daily Questions” (PDQs) are a limited number of questions (usually 1 – 3) designed by the classroom teacher to reinforce the key concepts of the teacher’s lesson that day. Each teacher has selected a method to inform parents of the PDQs according to what will work best with the teacher’s class and students. Parents are encouraged to use the PDQs as the basis for a discussion with their child regarding that day’s academic lessons.

Why are we doing the Parent Daily Questions?

Numerous research studies indicate that students whose parents hold a daily discussion about what was learned in school that day—often at the dinner table—are more successful in school. Unfortunately, many students talk about things other than the key concepts of the day’s lessons, and the opportunity for reinforcing what is important is therefore lost. Other students typically respond with, “Nothing much,” when asked what happened in school, so parents are unable to engage in a helpful discussion about the day’s lessons. The PDQs put the power into the parents’ hands by providing parents with the necessary information directly from the teacher.

How will the Parent Daily Questions increase student achievement?

We know that students learn best when they have to teach the concepts and information to someone else, and that is the basis of PDQs. Discussions with parents reinforce the major concepts of the day. In addition, PDQs often lead to more discussions with parents or siblings that extend the lesson beyond the classroom. These discussions with family members often include higher level thinking skills by moving beyond the “What” questions to the “Why” and “How” questions. Learning research also indicates that use and repetition of concepts and skills through techniques such as the PDQs embed the learning in the brain. Finally, memory experts tell us that what gets talked about gets remembered, so it is essential for students to talk about the key concepts with their parents if that is what we want students to remember.

What can parents do to help their children succeed in school?

Students have more success in school and enjoy school more when parents do these 3 things: Ask your child at least one PDQ every day—more if you are able. Encourage your child to explain more by continuing the discussion. Contact your teacher if you don’t receive the PDQs, or if your child is having difficulty answering the PDQs.

Whose idea is this?

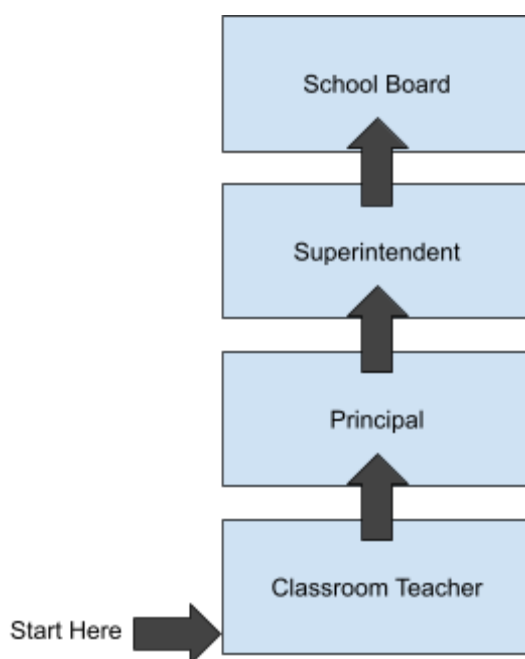
Dr. Robert Marzano, one of the world's foremost educational research analysts and respected authors, has identified five characteristics of highly effective schools. One of the characteristics is "Parent Involvement" which is defined as parents being involved on a consistent basis—preferably daily—with their child's learning. The PDQs have been cited by Dr. Marzano as an exemplary method with which to build the "Parent Involvement" characteristic necessary for being a highly effective school. PDQs are based on the very best research available.

CHAIN OF COMMUNICATION

Constructive criticism of the schools is welcomed by the Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively.

Members of the Ripon Area Board of Education have confidence in the professional staff and desire to support their actions in order that they are free from unnecessary, spiteful or negative criticism and complaints. This policy does not supersede any employee's or citizen's right to contact Board members directly. However, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will be referred to the administration for study and possible solution.

The Board advises the public that the most effective way to resolve complaints involving instruction, discipline, transportation, or learning materials is to channel them properly as follows:



COMMON COMMUNICABLE DISEASES

View the Wisconsin Childhood Communicable Diseases [Chart](#)

CHARTER SCHOOL ADMISSIONS AND LOTTERY PROCEDURES

Admissions Policy:

All applications and enrollments to Journey Charter School and Barlow Park Charter School will be completely voluntary. No students will be placed into the schools without parent/guardian permission. All Kindergarten students must be five years old on or before September 1 of the upcoming school year. Eligibility for admission to Journey Charter School and Barlow Park Charter School is based solely on enrollment in the Ripon Area School District, either through residency within the district or through open enrollment into the district, and the acknowledgment of the parent/guardian of the rigor of student-driven learning and that this environment is one in which their student can be successful. There is no tuition or fee for enrollment.

Attendance in Journey Charter School and Barlow Park Charter School is voluntary. Any pupil who is a resident of the District and does not choose to enroll in and attend Journey Charter School or Barlow Park Charter School may attend another school operated by the District or available by agreement with another public school district.

- a. The Charter Schools are open to all students in grades K to 2 who (i) reside in the District or (ii) are enrolled in the District pursuant to Wis. Stat. §§ 118.51, 118.52, or 118.53.
- b. If we have enough students who do not wish to participate in either K-2 charter school, there would be a legacy school created for that grade level.
- c. If there are not enough students for an entire legacy school, the students would be transported to a nearby school district at the cost of Ripon Area School District.

Lottery Process:

To enroll in Journey Charter School and Barlow Park Charter School, parents and/or guardians will complete a student application available at the school district office, or at BPJ. Journey Charter School and Barlow Park Charter School will follow the enrollment window established by the Ripon Area School District. Should a lottery be necessary due to applications exceeding the number of seats available, the initial group of applicants will make up the lottery pool. Preference will be given to students who were enrolled in the charter school in the previous year. There will be a totally random selection to ensure fairness and equal access without regard to ethnicity, national origin, disability, gender, or income level. The Journey Charter School and Barlow Park Charter Governance Councils will conduct the lottery, and it will be part of the school record. The preference given to children of the school's founders, governing board members, and full-time employees can be given to no more than 10% of the school's total enrollment.

Those students not drawn as enrolled students by the lottery will be placed on a priority waiting list in the order drawn. Students will then be contacted in the order established by the lottery, or if no lottery is required, in the order of applications received, if and when openings occur. The waiting list will expire on March 1st. An automatic enrollment preference shall be extended to siblings of students currently in the school, children of founding members, children of teaching staff currently working in the charter school, and children of current Governance Council members.