

Stepping Stones

Ripon Area School District * Student Services Department * June 2017



Crossroads Academy: What is it?

Crossroads Academy Alternative Education Program is designed to meet the needs of Ripon High School/Lumen Charter School students who struggle in a traditional school environment and are at-risk of graduating. The alternative program is for students in 9th through 12th grade who are committed to earning a Ripon High School Diploma. Crossroads Academy will provide students the opportunity to earn their high school diploma through a structured learning environment with an emphasis on building community, practical application of academic skills, employability skills, and developing positive post-high school transitions.

Crossroads Academy offers courses that are personalized, give students the opportunity to be hands on, and participate in discussion, placed-based learning and project-based learning while collaborating with others. The goal, with the support of parents and community, is to provide students with an individualized, alternative learning experience which will maximize their academic and social growth, and prepare them for life after high school.

Quick details about Crossroads Academy:

- School day is from 8:45am-3:00pm with a 35 minute lunch (doors open at 7:30am)
- Each student has their own workstation & computer
- Enrollment is typically between 13-15 students (maximum of 15 students)
- 1 Teacher, 1 Instructional Aide, approx. 10 Ripon college mentor volunteers
- Students have the opportunity to work 1:1 with Crossroads staff or mentors
- Students get a "fresh start"
- Students have the potential to recover up to 13 credits in one school year with dedication
- Dean of Students communicates with parents monthly, at times weekly
- Students have weekly conferences with teacher to discuss: academics, attendance, attitude and/or other concerns
- Service learning opportunities with the Ripon Food Pantry, Barlow Park Elementary School, Ripon Middle School, etc.
- Academic courses are all personalized and dependent on the courses the student needs to graduate
- Students are required to earn 24 credits (same as RHS/Lumen students)
- Seniors who complete their 24 credits can graduate as soon as the end of Semester 1
- Students can also earn 0.5 credit for their job through Work Experience
- Program is an extension of Ripon High School & students can still participate in extracurricular activities, dances, sports & clubs (as eligible)

Students in grades 9-12 can enroll in the Crossroads Academy Alternative Education Program at any point during the school year. It is encouraged that you and your parents/guardians have a conversation with Ms. Schatzinger or Mr. Hazell (School Counselors), Mr. Kinziger (Assistant Principal), and/or Mr. Hatlen (Principal). You can pick up an application at the RHS Office, Student Service Office, or Crossroads Academy.

“Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

Rita Pierson

Contact Us

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Internet Safety Corner

Lindsey Michels

Lindsey Michels
Looking for a resource for trends and updates on Internet Safety, Apps, etc. then the PKO Podcast is just for you!

The Protect Kids Online (PKO) Podcast is brought to you by the Wisconsin Department of Justice, Internet Crimes Against Children (ICAC) Task Force. This podcast is designed as a resource for parents, grandparents, guardians, or caregivers of children. Get information about the trends and updates on the latest apps, websites, and online activity of children 17 years of age and younger. Topics include: activities of the Wisconsin ICAC Task Force; App of the Week; tips & methods for combating online child exploitation and sextortion; Internet safety laws; cyberbullying; healthy online habits; protecting your child from strangers online; safe sharing tips; and responses to listener questions! Stay informed, and keep your children safe.

Subscribe! Click [HERE](#) for iTunes,

Click [HERE](#) for Google Play,

Or search for Protect Kids Online on your favorite podcast app!

Interested in joining the Wisconsin Community & Parent email list for more online safety updates and information? Contact ICAC at icac@doj.state.wi.us and request to be added to the Parent/Community Email List!

Here is a link to the Podcast page:

<https://www.doj.state.wi.us/dci/icac/protect-kids-online-pko-podcast>

Keep your Contact Information Updated

School District Offices

Is the information in the school offices and on Infinite Campus current contact information? While trying to schedule IEPs or meetings will the staff be able to contact you?

We find that cell phone and household phone numbers frequently change. Double check that your mailing address is also correct so all mailings can reach you. The school district also uses emails to keep in touch with you. Is all of your information accurate? If not, please be sure to notify the office in writing regarding any change in contact information.

When it comes to scheduling IEPs we have a process of reaching you. By law we need to give three good faith attempts to contact you to schedule an appropriate time, date, and location of the meeting. Staff will call you to find a date/time that works the best for your family. Then an invitation will be mailed to your home. Please sign the form, let us know if you are able to attend the meeting, and return it in the envelope provided at your earliest convenience. After an appropriate amount of time an email will be sent with the invitation attached if no response is received. If you do not have an email address, the letter will be mailed again. The final attempt will be a phone call to confirm the time and date of the meeting. We will continue to try to reach you if time allows. If you receive another invitation after returning it, it is possible that your signed form is in transition so don't fret if you see another.

It is critical to have your contact information up to date so we can reach you and you can stay an informed parent.



YScreen is the emotional health screen offered to all 9th grade students at the high schools in Fond du Lac County to identify risk factors for depression, anxiety and suicide.

April 2017

Alcohol Awareness Month

Talk Early, Talk Often: Let's Make a Difference

Some youth drink to have more than “just a good time,” but rather to cope with stress, loneliness, low self-esteem, depression, anxiety, and/or other mental health concerns. Studies have found youth whose parents/guardians talk with them about the dangers of alcohol and drug use, were 50% less likely to experiment with alcohol or drugs. Alcohol is the most commonly abused drug among youth. Drinking is associated with the leading causes of death among young people, including car crashes, murder and suicide.

How can we talk to our youth about the dangers of alcohol?

- Listen
- Ask open – ended questions
- Be honest and open
- Be positive – this can help build bridges rather than walls

What are some fun activities we can do with our youth that do not include alcohol?

- Have a movie night
- Check out a local arcade or roller-skating rink
- Engage in outdoor activities (i.e. walk around a park, hiking, hunting/fishing)
- Play board/card games

For more information about teen drinking, please visit:

https://pubs.niaaa.nih.gov/publications/makeadiff_html/makeadiff.htm

YScreen staff encourage parents to talk with their child about the dangers of alcohol and drug use and alternative ways to help them cope with their stress. YScreen is available to teens in Fond du Lac County. If you would like to request screening for your child or would like more information, please contact us at **(920) 906-6700 ext. 4714**.

The Fond du Lac Area YScreen Program is administered through Fond du Lac School District with guidance from the YScreen Advisory Board. The Fond du Lac Area YScreen program is proud to be supported in part by the Fond du Lac Area United Way, Agnesian HealthCare, and the Wisconsin Partnership Program through the UW School of Medicine and Public Health.

With Endings Come New Beginnings

Jolene Schatzinger

The start of June marks the end of my first year as a school counselor at Ripon and Lumen Charter High Schools. This is bittersweet because it is also the end of my colleague's 15-year career as a school counselor in the District. I'm thankful I got to spend my first year as Steve Hazell's colleague to not only learn the ropes but also benefit from his easy-going humor and calming demeanor. Thank you for your service to students, Steve!

While the first part of my article was focused on endings, I can't help but also think about the beginnings that lie ahead. This summer is the beginning of having more time to spend on preparing for the upcoming year, on developing a relationship with a new colleague, on learning something new that might help me be a better school counselor. And, in many ways, with the end of the school year, students too are able to start a new beginning. Summer is the perfect time for a young person to have many new beginnings that might mean doing an internship, volunteering in the community, or simply taking an active interest in asking adults they meet by asking them to share more about their current careers and how they got to where they are now. As summer nears, what new opportunities might your child be able to look for? Could a local business be looking for a student to help with a project? Would an elderly neighbor appreciate a chance to share about their life and their career path? Might there be more time to learn a new skill or hobby over the summer? The local public library has books filled with ideas. There are also online free educational courses from sites such as Coursera, EdX, Udacity, and Khan Academy, just to name a few, that could provide near limitless ideas for new things to learn. There are also opportunities to visit colleges, and one example is Wisconsin's Private College Week held July 10-15th (<http://www.wisconsinsprivatecolleges.org/private-college-week>), as an example of a special visit opportunity.

Wow - new beginnings are everywhere, if we seek them out. I will miss my colleague, Steve, but I welcome the new beginnings that lie ahead and I look forward to learning about the new experiences my students were able to get over the summer! Wishing all of you a summer filled with new beginnings! And, I wish my colleague and friend a very Happy Retirement.

Yellow Ribbon Prevention Program

Todd Arft

The school counselor met with all students to discuss the importance of identifying the types bullying and the necessary steps to take to make it stop. We encourage students to tell as many adults as possible, either by emailing someone they trust, completing a bullying/harassment reporting form, or reporting it face-to-face.

In addition, we handed out Yellow Ribbon Card to every student and staff in the middle school. The Yellow Ribbon Card is a suicide prevention tool for student and adults that may be struggling with personal issues in their lives. The card carries a powerful message. If you receive this card, the person that gave it to you is crying for help. Stay with them, take them seriously, and call for help immediately. 1-800-273-TALK(8255) - Text 'HELP' to 741741

For more information on the Yellow Ribbon Prevention Program, call 303-429-3530

www.yellowribbon.org

Better Hearing and Speech Month

Jodi Kulick, Melissa Edinger, Katie Nickel



Separating Fact from Fiction on Speech/Language Development in Bilingual Children

Myths Abound About Children Who Speak Two Languages

With U.S. Census Bureau data indicating that at least 350 languages are being spoken across American homes—and nearly 10% of school-age children nationwide who are classified as English language learners (ELLs)—bilingual children are far from rare in the United States. Yet misconceptions about speaking two languages are common—to the potential detriment of these dual language learners.

In all, roughly 5 million ELLs attend U.S. public schools. Spanish was the home language of 3.7 million ELL students in 2014–15, representing 77.1% of all ELL students and 7.6% of all public K–12 students.

While bilingual children starting school may face initial challenges if they don't speak English, it is important for parents to understand that being bilingual does not cause delays in a child's speech/language development. Some special treatment considerations are involved when bilingual children have speech/language disorders. However, parents should know that the disorders are not caused by being exposed to two languages. In fact, being bilingual provides children with many long-term advantages—educational and otherwise.

Bilingual Speech/Language Development

Young children who are exposed to two languages have the same speech/language development trajectory as those who are exposed to one language. As with other children, most bilingual children will speak their first word by age 1 (such as “mama” or “dada”) and will use two-word phrases by age 2 (such as “my ball” or “more juice”). Some bilingual children may mix grammar rules from time to time, or they might use words from both languages in the same sentence. This is a normal part of bilingual language development and does not mean that a child is confused.

Speech/Language Disorders in Bilingual Children

If a child has a speech/language problem, it will show up in both languages. Here are some tips for parents who are concerned:

Become familiar with communication milestones. Children who are exposed to two or more languages should meet the same [developmental milestones](#) that other children meet. Parents should pay close attention to these milestones and learn the [initial signs](#) of a communication disorder.

Seek out a bilingual professional. If a child has not met communication milestones, seek out an evaluation by a bilingual speech-language pathologist who is knowledgeable in the area of second language acquisition. A searchable database of professionals nationwide is available

at www.asha.org/profind. Pediatricians, friends, and neighbors may also have recommendations. If a bilingual speech-language pathologist is not available in an area, look for a speech-language pathologist who can work with an interpreter.

Contact the local school system. School-age children who require assistance can receive services within their schools. Younger children may qualify for the local Early Intervention program, also administered through the school system. For a communication disorder, the earlier that treatment begins, the better—so don't delay if there is any concern.

For more information, visit <http://www.asha.org/public/speech/development/learn/>. Ripon Area School District residents who have questions may contact one of our school district speech-language pathologists: Jodi Kulick, M.S., CCC-SLP at Barlow Park/Journey, Melissa Edinger, M.S., CCC-SLP at Murray Park/Quest or Katie Nickel, M.S., CCC-SLP at Ripon Middle or High School.

Mejor audición y mes del habla

Jodi Kulick, Melissa Edinger, Katie Nickel

COMUNICACIÓN LA CLAVE DE LA CONEXIÓN MES NACIONAL DE LA SALUD DEL HABLA Y LA AUDICIÓN

Mayo es el mes nacional de la salud del habla y la audición

La diferencia entre los mitos y la realidad sobre el desarrollo del habla y el lenguaje de los niños bilingües

Abundan los mitos sobre los niños que hablan dos idiomas

Los niños bilingües están muy lejos de ser una rareza en los Estados Unidos si tenemos en cuenta que los datos de la Oficina del Censo de Estados Unidos indican que se hablan al menos 350 idiomas en los hogares estadounidenses y que casi el diez por ciento de los niños de edad escolar del país están clasificados como niños que aprenden el inglés como segundo idioma (*ELLs-English Language Learners*). Sin embargo, son comunes los conceptos erróneos acerca del bilingüismo, lo que redundará en el posible perjuicio de estos estudiantes que aprenden dos idiomas de manera simultánea.

En total, hay alrededor de 5 millones de aprendices de inglés en las escuelas públicas de los Estados Unidos. El español era el idioma que se hablaba en el hogar de 3.7 millones de estos estudiantes durante el 2014-15, lo que representa el 77.1 % del total de estudiantes aprendices de inglés y el 7.6 % del total de estudiantes en las escuelas públicas entre los grados K-12.

Si bien es posible que los niños bilingües encaren retos iniciales en la escuela si no hablan inglés, es importante que los padres entiendan que ser bilingüe no causa retrasos en el desarrollo del habla y el lenguaje del niño. Existen algunas consideraciones especiales de tratamiento cuando los niños bilingües tienen trastornos del habla o el lenguaje. Sin embargo, los padres deben saber que los problemas no son causados por estar expuestos a dos idiomas. De hecho, ser bilingüe brinda a los niños muchas ventajas a largo plazo, tanto en materia de educación como de otros tipos.

El desarrollo bilingüe del habla y el lenguaje

Los niños chicos que están expuestos a dos idiomas siguen la misma trayectoria en el desarrollo del habla y el lenguaje que aquellos que están expuestos a un solo idioma. Al igual que otros niños, la mayoría de los niños bilingües dicen sus primeras palabras alrededor del año (como "mamá" o "papá") y a los dos años usan combinaciones de dos palabras (como "hola mamá" o "mi pelota"). Algunas veces, los niños bilingües confunden las reglas gramaticales o usan palabras de ambos idiomas en una oración. Esto es parte normal del proceso de aprendizaje bilingüe y no significa que el niño esté confundido.

Los trastornos del habla y el lenguaje de los niños bilingües

Si un niño tiene un trastorno del habla o el lenguaje, el problema se manifestará en ambos idiomas. La Asociación Americana del Habla, Lenguaje y Audición (ASHA-American Speech-Language-Hearing Association) ofrece algunas recomendaciones para los padres que tienen inquietudes sobre el tema:

Familiarizarse con los hitos de comunicación. Los niños que están expuestos a dos o más idiomas superan las mismas [etapas de desarrollo](#) que los demás niños. Los padres deben prestar especial atención a estos hitos, así como aprender los [primeros indicios](#) de los trastornos de comunicación.

Obtener la ayuda de un profesional bilingüe. Si el niño no ha alcanzado los hitos de comunicación, llévalo a que le haga una evaluación un patólogo del habla y el lenguaje bilingüe con experiencia en la esfera de la adquisición de un segundo idioma. El sitio Web www.asha.org/profind tiene una base de datos de profesionales en todo el país. Los pediatras, amigos y vecinos también pueden tener recomendaciones. Si no hay un patólogo del habla y el lenguaje bilingüe en la zona, localice uno que sepa trabajar con un intérprete.

Comunicarse con el sistema escolar local. Los niños de edad escolar que necesitan ayuda reciben servicios a través de sus escuelas. Los niños más pequeños pueden cumplir con los requisitos locales para el programa de intervención temprana, administrado también por el sistema escolar. Cuando existe un trastorno de la comunicación, mientras antes comience el tratamiento mejor, así que no se demore si tiene alguna inquietud.

Para más información, visite <http://www.asha.org/public/espanol/> . Ripon Area School District residents who have questions may contact one of our school district speech-language pathologists: Jodi Kulick, M.S., CCC-SLP at Barlow Park/Journey, Melissa Edinger, M.S., CCC-SLP at Murray Park/Quest or Katie Nickel, M.S., CCC-SLP at Ripon Middle or High School.

2017-2018 Registration

Middle School/ Catalyst & High School/ Lumen- July 25

Barlow Park/Journey & Murray Park Quest- July 27

*Look for more information and registration packets being mailed home mid July!