

Barlow Park Elementary School

100 Ringstad Drive
Ripon, WI 54971
Office: 920-748-1550
Fax: 920-748-1552

Mr. Shawn Gartzke, Principal

Informational Handbook
2024 – 2025
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.

A strong connection between home and school is vital to student success. Parents are encouraged to attend scheduled meetings with school staff, as well as respond to email and phone calls when needed. The benefits of a strong home/school partnership can not be understated.

I look forward to working with you during the course of the 2024-2025 school year. Should you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Mr. Shawn Gartzke, Principal
Barlow Park Elementary School
(920) 748-1550

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**Barlow Park Elementary School Staff
2024-2025 School Year**

Mr. Shawn Gartzke	Principal
Mrs. Jennah Armga	Administrative Assistant
Mrs. Baylee Stensrud	Office Clerical Aide/Nurse
Mrs. Ashley Giese	EC/4K Special Education Teacher
Mrs. Allysa Shull	4K/KG Special Education Teacher
Mrs. Carolyn Redington	4K Teacher
Mrs. Kelly Davies	4K Teacher
Mrs. LeAnn Friday	4K Teacher
Ms. Kaitlyn Wiese	4K Teacher
Ms. Marissa Hopp	KG Teacher
Mrs. Christina Day	KG Teacher
Mrs. Carrie Phillips	KG Teacher
Mrs. Amber Willoughby	KG Teacher
Ms. Elizabeth Gatzke	KG Teacher
Mrs. Heidi Hopp	First Grade Teacher
Mrs. Rachel Metoxen	First Grade Teacher
Ms. Callie Mendlesky	First Grade Teacher
TBD	First Grade Teacher
TBD	First Grade Teacher
Mrs. Rachel Minch	Second Grade Teacher
Mrs. Cayla Weeks	Second Grade Teacher
Mrs. Veronica Varirtzis	Second Grade Teacher
Mrs. Jackie Adams	Second Grade Teacher
Mrs. Sheena Schroeder	Second Grade Teacher
Ms. Allyssa Schouten	Art Teacher
Mr. Tanner Drews	Physical Education Teacher
Ms. Julie Jenz	Music Teacher
Mrs. Miranda Schmidt	Special Education Teacher
Mrs. Emily Guist	Special Education Teacher
Mrs. Melissa Kees	Special Education Teacher
TBD	Behavior Interventionist
Mrs. Crystal Gianopoulos	Behavior Interventionist
Mrs. Melanie Beahm	Title 1 Interventionist and ELL Teacher

Mrs. Mary Wagner	Reading Interventionist
Mrs. Tammy Fox	Literacy Coach and Reading Interventionist
Ms. Landri Vogelsang	School Counselor
Mrs. Carrie McCarthy	Social Worker
Mrs. Cheyenne Oelerich	Speech/Language Pathologist
Mrs. Alison Lessmann	Speech/Language Pathologist
Mrs. Becky Morrin	Director of Special Education
Mrs. Emmy Jess	Director of Pupil Services
Ms. Marly Gould	School Psychologist
Mrs. Angela Wiese	Media Aide/IT Support
TBD	Instructional Aide
Ms. Kimber Heiling	Instructional Aide
Ms. Sandra Santoyo	4K Instructional Aide
Mrs. Stacey Oakes	4K Instructional Aide
Mrs. Tracy Bending	4K Instructional Aide
Miss. Aubrey Kwakkel	4K Instructional Aide
Mrs. Peggy Johnson	Special Education Aide
Mrs. Lynette Southworth	Special Education Aide
Mrs. Marsha Blank	Special Education Aide
Mrs. Mikaela Hatfield	Special Education Aide
Ms. Mia Simon	Special Education Aide
Ms. Mandy Kranz	Special Education Aide
Ms. Veronica Eneli Rodriguez	Special Education Aide
Mrs. Amanda Gilbreath	Special Education Aide
Ms. Sue Heschke	Head Custodian
Mr. James Jacobs	Custodian
Mr. Brandyn Breton	Custodian
Mrs. Nancy Bouwkamp	BRAVE Site Coordinator
Ms. Bree Schabow	Director of Food Services
Mrs. Kelly Stellmacher	Head Cook
Mrs. Holly Ninneman	Server
Mrs. Megan Van Loo	Server

Barlow Park Elementary School 2024-2025 School Calendar

<p>August 29 - Student Orientation with last names of A-L 30 - Student Orientation with last names of M-Z</p>
<p>September 3 - First Day of school for all students; except 4K 5 - First Day of school for all 4K students 20 - Teacher Inservice Day, No School, BRAVE is in session</p>
<p>October 11 - No School 14 - Teacher Inservice Day, No School, BRAVE is in session</p>
<p>November 8 - Teacher Inservice Day, No School, BRAVE is in session 28 - 29 - Vacation Days</p>
<p>December 23-31 - Winter Break</p>
<p>January 1 - Winter Break 17 - End of first semester 20 - No School 21 - Teacher In-Service Day, No School, BRAVE is in session</p>
<p>February 17 - Teacher In-Service Day, No School, BRAVE is in session</p>
<p>March 17-21 - No School, Spring Break</p>
<p>April 18 - No School 21 - Teacher In-Service Day, No School, BRAVE is in session</p>
<p>May 9 - Teacher Inservice Day, No School, BRAVE is in session 26 - Vacation Day</p>
<p>June 5 - Last Day of School 6 - Teacher Inservice</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

“A collaborative team guiding children to be thriving citizens”.

Mission Statement

Providing a high quality education that develops curious, confident and kind learners.

Foundations of Barlow Park Elementary School

- Developmentally-appropriate learning activities
- Process-oriented instruction influenced by student choices
- A problem solving approach using communication, collaboration, and critical thinking skills
- Research-based social skills program
- Multi-sensory and brain-based strategies
- Responsive intervention practices within the classroom

Beliefs and Guiding Principles

- **Well-Balanced Curriculum** - We care for and nurture the whole child.
- **Curious Citizens** - We recognize and foster curiosity in our children by encouraging them to explore their environment, devour books and information, ask questions, investigate concepts, manipulate data, search for meaning, connect with people and nature, and seek new learning experiences.
- **Compassionate Students and Staff** - We focus on creating and supporting a healthy culture and climate by teaching others to work in groups and show care for one another.
- **Collaboration** - Teaching and learning are collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels:
 - When students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students;
 - When educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students;
 - And when students are given opportunities to work together toward goals in ways that enhance learning.

Homeroom Teachers

Kelly Davies - 4K
 LeAnne Friday - 4K
 Carolyn Redington - 4K
 Kaitlyn Wiese - 4K

Heidi Hopp - First Grade
 Callie Mendlesky - First Grade
 Rachel Metoxen - First Grade
 TBD - First Grade
 TBD - First Grade

Christina Day - Kindergarten
 Elizabeth Gatzke - Kindergarten
 Marissa Hopp - Kindergarten
 Carrie Phillips - Kindergarten
 Amber Willoughby - Kindergarten

Jackie Adams - Second Grade
 Rachel Minch - Second Grade
 Sheena Schroeder - Second Grade
 Veronica Vakirtzis - Second Grade
 Cayla Weeks - Second Grade

The teachers at Barlow Park Elementary School will be implementing the *Responsive Classroom* Approach into their daily teaching practices. These beliefs includes:

- 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.

Barlow Park Elementary 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.

Barlow Park Elementary School

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

Body Basics During Instruction <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 	Line Basics <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 	Bathroom: Five 2s <ol style="list-style-type: none"> 2 minutes 2 pumps of soap 2 hand flicks into the sink 2 paper towels 2 points into the garbage
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Barlow Park Elementary School

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 libelous 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 Grade 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 - Policy 5517.01

The Board 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 relations 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. To see the complete Policy 5517.01 Bullying, visit the District website or request a copy from the District office or any of the school building offices.

Definition of Bullying: Bullying is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however, this type of bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Student(s) who believe they have been or are the victim(s) of bullying should immediately report the situation to the building principal or assistant principal, or the Superintendent. Student(s) may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

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

Cyberbullying

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, defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others.

Student Hazing Policy 5516

The Board believes that hazing activities of any type are inconsistent with the educational process and may in some circumstances be a violation of State law. It prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored activity or that event. To see the complete Policy 5516 Student Hazing, visit the District website or request a copy from the District office or any of the school building offices.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a

risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the District shall be alert to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Principal or Superintendent. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but not be limited to suspension and/or expulsion. Disciplinary action for staff members may be subject to any applicable terms of a collective bargaining agreement.

The individual informed of the situation shall immediately do the following:

- A. Write all information concerning the reported activity or planned activity received from the person reporting the incident to create a complete record of the initial contact with administration.
- B. Determine if any potential criminal activity has occurred, and if so contact law enforcement immediately.
- C. Determine whether the information received illustrates hazing behavior that is based on the students or any group of students' Protected Classes. sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristics protected by Federal or State civil rights laws ("Protected Classes").
- D. If the conduct reported appears to be based on one (1) or more Protected Class, the Administrator shall inform the District Compliance Officer and refer to Policy 5517 – Student Anti-Harassment and proceed accordingly.
- E. If the hazing or planned hazing does not appear to be based on any Protected Classes, then the Administrator shall proceed to conduct an investigation consistent with the procedures found in Policy 5517.01 - Bullying. If at any point, information surfaces indicating that hazing activity was based on one (1) or more Protected Class, the Administrator or designee conducting the investigation shall contact the Compliance Officer and consult Policy 5517 – Student Anti-harassment.

Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but is not limited to, suspension and/or expulsion. Disciplinary action for staff members may be issued up to and including termination from employment. (See Policy 3139 – Staff Discipline or Policy 4139 – Staff Discipline).

**RIPON AREA SCHOOL DISTRICT
Barlow Park Elementary School
September 2024**

CLASSROOM ASSIGNMENTS

After September 6, students will be considered permanently assigned to the classroom that they are attending for the remainder of the 2024-2025 school year. If there is new information about your child that will help us with his/her placement for the 2025-2026 school year, please notify us by April 4, 2025.

TIME SCHEDULES

Regular Daily Program

Early Childhood:	AM/PM classes <ul style="list-style-type: none"> - Placement is determined based on the needs of the student. - A schedule will be communicated upon enrollment
4 Year Old Kindergarten:	Monday - Thursday, no classes on Friday Lunch Hour: 11:30-12:00 Our first bell rings at 8:00 AM Dismissal bell rings at 3:13 PM
The schedule for grades K-2 is as follows:	Our first bell rings at 8:00 AM Dismissal bell rings at 3:13 PM <u>K-2 Lunch Hours:</u> Kindergarten: 11:00-11:30 First Grade: 12:00-12:30 Second Grade: 12:30-1:00

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 4K-2. This guarantees the necessary supervision to ensure students are safe while on school grounds.

If parents are not here by 3:40 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.

ARRIVAL AND DISMISSAL PROCEDURES

Welcome to Barlow Park!

General Arrival Information for All Families

- Thank you for your patience with us.
- If any student has a fever, please keep them home until they are 24 hours fever free without the use of fever reducing medication.
- Supervision **starts at 7:45**. All students will be offered breakfast in their classroom.

Curbside Drop-off or Walkers

- Students can be dropped off at the back of school **between 7:45-8:00 am and when a school staff member is present**. Children can exit your vehicle along the yellow curb on the sidewalk. Please be patient as students are dropped off and **do not** park along the yellow curb. Be sure to have your child on the passenger side of the vehicle for the safest exit route.
- Please use only official district drop-off locations. The loop in Barlow Park and Newbury St. are not drop-off locations.
- The front parking lot is reserved **for staff and buses only**. It is not safe for students to be dropped off in this area.
- The playground is closed so there will be no before school supervision on the playground.
- As children exit the vehicles, they will enter the gym doors and walk down to their classroom.
- Additional staff will be around the school to help children find their way.
- Classroom teachers will be waiting in the classrooms for their students to arrive.

Bussers

- Elementary school children should sit as close to the front of the bus as possible.
- Riding the bus is a privilege.
- As children exit the bus, they will go into the main entrance and walk down to their classrooms.
- Additional staff will be around the school to help children find their way.
- Classroom teachers will be waiting in the classrooms for their students to arrive.

General Dismissal Information for All Families

- Our school day **ends at 3:13 pm**. If you are waiting to pick a child up at the end of the day, the parent waiting area is outside the back gym doors. Time is precious. We do take advantage of every instructional minute with our children.
- The playground is closed so there will be **no** after school supervision on the playground.
- The front parking lot is reserved **for staff and buses only**. It is not safe for students to be picked up in this area.
- Any student who is not picked up by 3:40 pm will be taken to the office.

Curbside Pick-up or Walkers

- Curbside supervisors will start duty at 3:10
- Write your student's name and teacher name on the paper provided and display it in your passenger side window.
- Supervisors will enter student names onto a Google Form which will be projected in each classroom.
- When students see their names appear on the projected Google Sheet, they will be dismissed from the school to exit the building by the gym doors.
- Parents may park in the parking spaces provided if their child needs support getting in the car and buckling their seat belt.
- Parents of children who do not need support can wait in their car along the curb until the children are dismissed.
- Children will only be dismissed from the gym doors or the front entrance unless the principal approves an alternate plan.

Bussers

- Elementary school children should sit as close to the front of the bus as possible.
- Bussers will leave their classroom when their bus number is called over the speaker and exit from the main entrance.

Safety Information for All Families

- All doors will remain locked during school hours. If you need to pick up a student early or drop a student off late, you will need to contact the office and pick your student up in the main office.

Attendance Information for All Families

- If your child is absent, please call the school attendance line at (920) 748-1540 and leave a message. Be sure to include your child's name, teacher's name, and reason for absence.

Regular Dismissal Plan

Having a consistent dismissal plan is essential to ensure the safety of all students. Each family is expected to have a consistent weekly routine for their child for dismissal time. Students in families with dual custody will be allowed to have alternating week schedules.

Ex: Bus on Mon-Thursday; Pick up by Grandma on Friday

Or

Week A: Mom's Week - Ride bus T and Th; BRAVE M, W, and F

Week B: Dad's week - Walk to Dad's M-Th; Dad picks up on Friday.

Notification of Changes to Regular Dismissal Plan

A child's dismissal plan should be followed with very few exceptions, however we recognize from time to time an exception may be necessary and that at some point in during the school year the overall plan may have to be changed.

For permanent changes to your child's dismissal plan: Please notify your child's teacher of any in writing and well in advance. Our goal is to ensure every child gets home safely, and having a consistent dismissal plan and communicating any changes to that plan well in advance helps us ensure children are at the correct end-of-day location.

For same-day changes: Same-day changes are best communicated by calling the office at 920-748-1550 no later than 2:00 PM. You should also let your child's teacher and BRAVE staff (if they attend BRAVE) know. If the teacher has not received notification from a parent/guardian regarding a dismissal change by 2:00 PM, the child will be sent home according to the plan on file with the classroom teacher.

Emergency Changes: In the event of a family emergency, end of day changes may be made after 2:00 PM and are best communicated by calling the office at 920-748-1550.

Any families who make consistent changes to the end of day schedule will be asked to meet with their child's classroom teacher and/or the building principal.

Establishing a consistent and predictable dismissal routine helps students develop independence by knowing exactly what to expect, what is expected of them, and what is acceptable behavior. A classroom teacher is responsible for the dismissal plans for each child in the classroom. Daily changes or multiple dismissal plans for each child is not in the best interest of the child.

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 which includes snow pants, boots, hats, mittens and a warm jacket..

SPRING RECESS

During the spring months, students will be allowed to go outside for recess and will be asked to wear a coat until the temperature **reaches 60 degrees**.

VISITORS

Visitors will be allowed to volunteer in our building. Visitors will need to have a current background check on file with the office prior to volunteering.

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

Guests will be allowed in our buildings with approval from the Principal prior to arrival.

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:

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. As it relates to a student's school day attendance, if a doctor's note or medical excuse is received, a District nursing team member may reach out to the providing physician for further clarification, as needed, regarding the medical care required for that individual.

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

Any absence of part or all of 1 or more days from school during which the school has not been notified of the cause by the parent or guardian of the absent pupil (part of a day is 15 minutes after school has begun, per [RASD Policy 5200 – Attendance](#)) [118.16\(1\)\(c\)](#)

1. When a student is truant:
 - a. School office staff (or designee) will call the parent(s)/ guardian(s) the morning of the absence to determine the reason for truancy
2. If no connection is made with a parent/ guardian to confirm an excused absence:
 - b. **Elementary Practice:**
 - i. Record the truancy as unexcused (AUX) in the Daily Attendance tab in Infinite Campus (IC)
 - ii. Continue to call contacts listed in IC (primary, secondary, and emergency contacts), as needed, until someone is reached and notified of the truancy
 1. Problem-solve to get the child to school, if possible
 2. Correct the AUX to AEX or MEX, if there is a reasonable excuse for the truancy
 - iii. If no contact is made after multiple attempts, Involve the School Resource Officer for a possible welfare check
3. If a student reaches 3 recorded unexcused (AUX) absences in a semester:
 - a. School office staff will:
 - i. Notify building principal of the 3rd AUX

- ii. Send the “Student Attendance” message ([Sample 3-Day AUX Warning Letter](#))
 - 1. Message should be sent via IC (*to parent portal inbox and all emails listed in IC for all primary & secondary contacts*)
 - 2. Record that this letter has been sent in IC using the “Behavior Management” tab
 - a. Alignment = “Discipline”
 - b. Location = “On-Campus: Administrative”
 - c. Event Type = “3-Day AUX Warning Letter”
4. If a student reaches 7 (full) days recorded as excused (AEX) absences in a school year
- b. School office staff will:
 - i. Notify building principal of the 7th AEX
 - ii. Send the “Student Attendance Summary” message ([Sample 7-Day AEX Warning Letter](#))
 - 1. Message should be sent via IC (*to parent portal inbox and all emails listed in IC for all primary & secondary contacts*)
 - 2. Record that this letter has been sent in IC using the “Behavior Management” tab
 - a. Alignment = “Discipline”
 - b. Location = “On-Campus: Administrative”
 - c. Event Type = “7-Day AEX Warning Letter”

HABITUAL TRUANT

A pupil who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a school semester [118.16\(1\)\(a\)](#).

- 5. If a student reaches 5 days recorded as unexcused (AUX) absences in a semester **OR** 10 (full) days recorded as excused (AEX) absences in a school year:
 - a. School office staff will notify building principal of the 5th AUX/ 10th AEX the same day
 - b. Building principal (or designee) will:
 - i. Call the parent(s)/ guardian(s) to schedule a Habitual Truancy Meeting ([Sample Habitual Truancy Meeting Agenda](#))
- 6. This meeting can be via phone, virtual, or in-person (per principal discretion)
 - a. If this phone contact with the parent(s)/ guardian(s) allows school staff to gather adequate information to complete the Habitual Truancy Meeting thoroughly and proceed with a plan of action, they can inform parent(s)/guardian(s) they will be getting a Habitual Truancy Letter via mail, and need not reply.
 - i. You will still send the Habitual Truancy Letter through certified mail
 - b. If the parent(s)/guardian(s) or school staff feel the meeting needs to occur in person or virtually, schedule the meeting accordingly.
 - i. You will still send the Habitual Truancy Letter through certified mail
 - c. If the parent(s)/guardian(s) can not be reached regarding scheduling the Habitual Truancy Meeting:
 - i. Leave a message for them to call back at their earliest convenience
 - ii. Send the Habitual Truancy Letter through certified mail ([Sample Habitual Truancy Letter for 5th AUX](#)) / ([Sample Habitual Truancy Letter for 10th AEX](#))
 - iii. Letter must designate a date & time for a parent meeting (within 5 school days of sending out the certified letter), with the option to call the school to reschedule if this doesn't work for them

- iv. Keep all copies of the certified letter and receipts, as this will need to be sent along with the paperwork to Juvenile Intake, if becomes necessary
- v. Record that this letter has been sent in IC using the “Behavior Management” tab
 - 1. Alignment = “Discipline”
 - 2. Location = “On-Campus: Administrative”
 - 3. Event Type = “Habitual Truancy Letter”
- vi. Print the Truancy Meeting Agenda
- vii. Fill out as much information on the Truancy Meeting Agenda, as possible
- viii. Print copies of the following information for parent(s)/ guardian(s):
 - 1. Updated Attendance Records for Student
 - 2. [Truancy Law Handout](#)
 - 3. [Parent Responsibilities, Rights, & Possible Penalties Handout](#)
- ix. Print copies of the following information for all school staff who will lead the meeting:
 - 1. Updated Attendance Records for Student
 - 2. Truancy Meeting Agenda (with partially completed information)
 - 3. Copy of the Habitual Truancy Letter that was sent
- x. Give all parent/guardian copies and all school staff copies to the building principal
- d. If the parent fails to attend the meeting:
 - i. Record that they did not participate using the “Behavior Management” tab
 - 1. Alignment = “Discipline”
 - 2. Location = “On-Campus: Administrative”
 - 3. Event Type = “Truancy Meeting; Parent No-Show”
 - ii. You must allow them the opportunity to reschedule and wait at least 10 school days after the initial notice before proceeding to a formal Truancy Referral
- 7. If the student has 1 more AUX (for semester truancy cases) **OR** 1 more AEX (for school year truancy cases) after the Habitual Truancy Meeting:
 - e. A formal Truancy Referral can be made ([Truancy Referral Form](#))
 - i. Building Principal sends the completed form to the School Resource Officer (SRO)
 - ii. Record that truancy has been filed in IC using the “Behavior Management” tab
 - 1. Alignment = “Discipline”
 - 2. Location = “On-Campus: Administrative”
 - 3. Event Type = “Truancy Filed”
 - iii. SRO may issue a city ordinance citation (where applicable) to student, parent, or both

NOTE: *Students age 12+ may receive a citation, as well as the parents; For students under 12, the parent receives the citation; Fines range from \$200 to \$300+*
 - iv. If necessary/ appropriate, the SRO may make a referral to Juvenile Court Services in the student’s county of residence ([Fond du Lac County Paperwork](#))
- 8. Building Student Support Teams (Pupil Services, Admin, & SRO) will review student attendance reports monthly to determine if patterns of concern exist and will take action, accordingly

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. Pick up will be in the front of school.

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 28-29, December 23-January 1, and March 17-21.**

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 100.0°+ 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. Families are asked to pick up their child as soon as possible after being contacted by the school office with a suggested guideline of one hour or less.

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, strep throat, or 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 1x a day, 2x a day, or 3x 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 Elementary 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

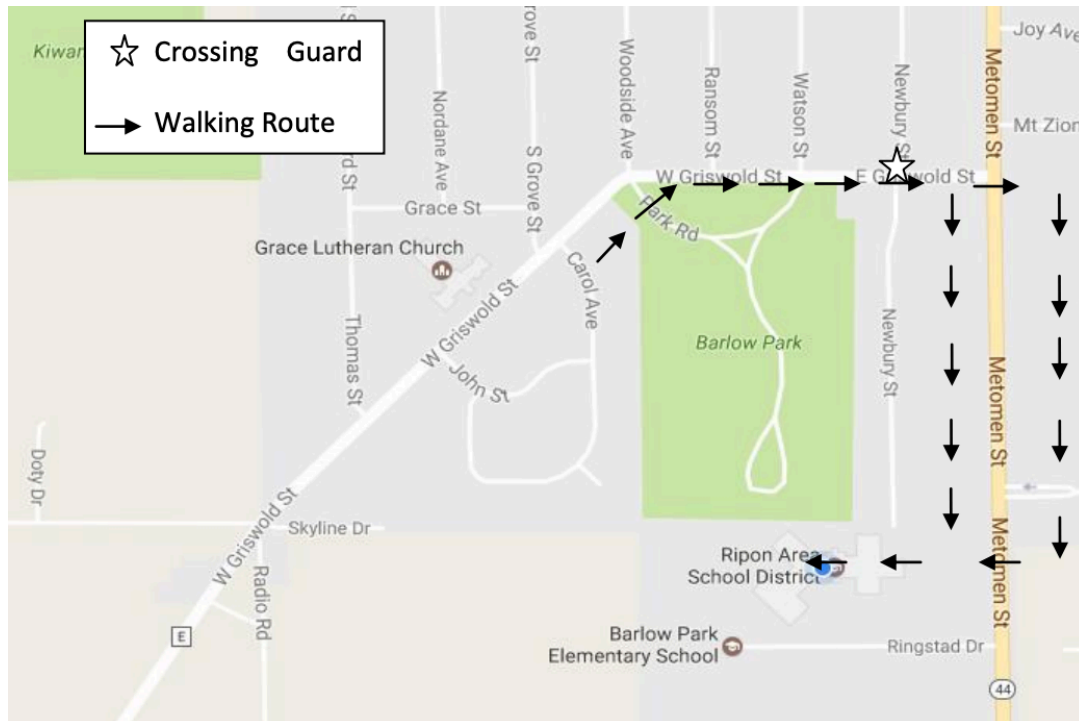
Corner of Hamburg and Sunset Streets

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

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

If there are any changes for the 2024-2025 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. 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 and email notifications that will be sent home and emailed to parents. 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 24, 2024

Mailed the week of June 10, 2024

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 .38 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 August 29. 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 is served from 7:45 a.m. – 8:10 a.m.. Students can eat their breakfast in the classroom.

Breakfast is currently offered to all students for free this school year.

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 **lunch 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 \$.38 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.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

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, vape, 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 have 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 Board is committed to providing an equal educational opportunity for all students in the District. The Board does not discriminate on the basis of the Protected Classes in any of its student programs and activities. To see the complete Policy 2266 Nondiscrimination and Access to Equal Educational Opportunity, visit the District website or request a copy from the District office or any of the school building offices.

Protected Classes include:

- | | |
|---|--|
| A. Race; | I. Handicap or disability (in accordance with Policy 1623, AG 1623A, and AG 1623B); |
| B. Color; | J. Marital status; |
| C. National origin; | K. Citizenship status; |
| D. Age; | L. Veteran status; |
| E. Sex (including gender status, change of sex, sexual orientation, or gender identity); | M. Military service (as defined in 111.32, Wis. Stats.); |
| F. Pregnancy; | N. Ancestry; |
| G. Creed or religion; | O. Arrest record; |
| H. Genetic information; | |

- P.** Conviction record (In accordance with Policy 4121);
- Q.** Use or non-use of lawful products off the District's premises during non-working hours;
- R.** Declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters; or
- S.** Any other characteristic protected by law in its employment practices.

Reporting Procedures

Students and District employees are required, and all other members of the District community and Third Parties are encouraged to promptly report suspected violations of this policy to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) days.

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available. If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process. The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct. Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age of eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

The Board designates the following individuals to serve as the District's CO's:

Jonah Adams
 Business Manager
 1120 Metomen Street
 Ripon, WI 54971
 (920) 748-4600
 adamsj@ripon.k12.wi.us

Emmy Jess
 Pupil Service Director
 100 Ringstad Drive
 Ripon, WI 54971
 (920) 748-1550
 jesse@ripon.k12.wi.us

The names, titles, and contact information of these individuals will be published annually in the staff and student handbooks and on the School District's website. A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

SEXUAL HARASSMENT POLICY AND PROCEDURES - Students

The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. To see the complete Policy 5517.01 Bullying, visit the District website or request a copy from the District office or any of the school building offices.

The Board prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent. Pursuant to its Title IX obligations, the Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third Parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District's education programs and activities.

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.

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

At Ripon Area School District (RASD), our mission is to empower learners, engage the community, and enrich the world. We work to achieve this mission through the following core values: integrity, excellence, collaborations, cooperation, innovation and kindness. We expect our students to adhere to this culture of high expectations in the classroom, and in all settings that comprise the Ripon Area School District community, including our buses/ vans. RASD is committed to excellent customer service in providing transportation services to students throughout the 117 square miles comprising the District's attendance area. Students are encouraged to take full advantage of this free service. Transportation, however, is a PRIVILEGE. Families that exercise this privilege are expected to observe RASD's culture of high expectations, and abide by the Board approved Civil Behavior at School, behavioral norms outlined in the student code of conduct, and specifically in this contract (please review the second page which details the description of disciplinary consequences based on the most common offenses).

Students are encouraged to take full advantage of the free transportation provided by RASD. This transportation, however, is a PRIVILEGE, not a right! This privilege can be taken away if any student or parent violates the expectations set forth in this handbook..

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.

Level I Incidents Level I incidents are behaviors that are generally disruptive of the bus/ van riding experience and can impact the normal and usual operations of the school bus/van. Parent(s)/ guardian(s) of students involved in Level I incidents will be contacted regarding the situation and follow-through. The discipline may include, but is not limited to, school detention, loss of fun activity privileges at school, and/ or participation in field trips. **Habitual offenders will receive up to three (3) days suspension from the bus/van. Below are the most common Level I incidents:**

- Late arrival
- Sitting in other than assigned seat on the bus/ van
- Standing without permission of the driver
- Walking in front of the bus/van
- Eating/Drinking/Chewing Gum/Littering the bus/van
- Horseplay/Mischief
- Spitting on the bus/van
- Inappropriate or disruptive behavior toward other

- Failure to follow driver requests (getting out of the bus/van, sitting down, quieting down, facing the front etc.)
- Excessive noise or loud music
- vehicles/drivers along-side the bus/van, or at the bus stop
- Other behaviors which disrupt the normal and usual operation of the school bus/ van

Level II Incidents Level II incidents are behaviors that directly disrespect drivers and can put in jeopardy the bus/van rider's own safety, or the safety of other students riding the bus/ van. Parent(s)/guardian(s) of students involved in Level I incidents will be contacted regarding the situation and follow-through. The discipline may include, but is not limited to, school detention, loss of fun activity privileges at school, and/ or participation in field trips. **Habitual offenders will receive three (3) to five (5) days suspension from the bus/van. Below are the most common Level II incidents:**

- Refusing to properly identify yourself to the driver
- Throwing/shooting of any object in or out of the bus/van
- Vandalism to the bus/van or any bus/van related equipment (restitution will be required as well)
- Pushing, shoving, or rushing while waiting, entering, exiting the bus/van
- Unauthorized entering or leaving the bus/van through an emergency exit or window
- Hanging out of windows with any part of the body
- Disrupting the normal activities of a business by a stop
- Other offenses and behaviors that disrespect drivers, students, motoring public, or pedestrians

Level III Incidents Level III incidents are the most serious behavior problems. These actions put in jeopardy the driver and riders. Parent(s)/guardian(s) of students involved in Level I incidents will be contacted regarding the situation and follow-through. The discipline may include, but is not limited to, school detention, loss of fun activity privileges at school, and/ or participation in field trips. **The discipline will include five (5) to ten (10) days suspension or even permanent removal from the bus/van. Below are the most common Level III incidents:**

- Profanity, verbal abuse, harassment, inappropriate gestures or possession of inappropriate materials
- Lighting matches or any flammable object or substance
- Possession or threats of possession of a weapon, explosive, or flammables
- Possession or use of tobacco or any controlled substance
- Bullying, threatening, or harassment of any person on bus/van
- Knowingly and without permission riding an unassigned bus/van or using an unassigned bus stop
- Possession or use of a laser pen or pointer
- Parent, guardian, or adult boarding the bus/van
- Parent, guardian, or adult responsible for dropping the student off at the bus stop and using their vehicle to block or stop the bus so that the student may board the bus
- Other offenses and behaviors which seriously jeopardize the safety of the driver, other students, the motoring public, or pedestrians
- Spitting at another person
- Repeated refusal to follow bus/van rules

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: 748-1550

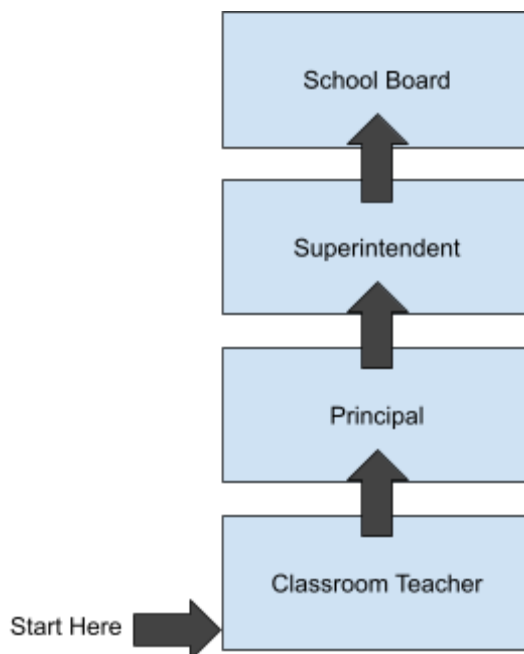
- Parents need to provide positive home study environments. Adequate, regulated time blocks free from distractions (radio, TV) should be frequently monitored.
- Parents should recognize academic performance as the primary school concern. Student involvement in extracurricular activities is secondary.

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](#)