

RIPPLESIDE ELEMENTARY SCHOOL
& AITKIN CHILDREN'S CENTER



STUDENT HANDBOOK

2023-2024

*Aitkin Independent School
District No.1*

WELCOME MESSAGE

Welcome to the 2023-2024 school year at Rippleside Elementary School. Aitkin Public Schools strive to meet the needs of all students and have an outstanding reputation for quality and excellence. Our faculty is highly trained and deeply committed to student learning and their academic success. We hope that the coming school year proves to be successful and productive for you and your child/children. The purpose of this handbook is to acquaint students, parents, and guardians with our regulations and school rules that govern the school. Both the students and parents/guardians should become familiar with the policies, procedures, rules and guidelines associated with Rippleside Elementary. Our goal for each student is to help maximize each one's potential in a welcoming and safe environment. We will do everything we can to help you make the most of the 2023-2024 school year at Rippleside Elementary. Have a great year!



Andrew Dokken
Principal



MISSION STATEMENT

Our MISSION is to empower students to be life-long learners and citizens by maximizing community, parent/guardian and staff involvement while developing high expectations and achievements in a safe learning environment.



WE
VALUE...

The Whole Student: Academic, emotional, social

Fostering Independence: Knowledge, skills, productivity, technology

Collaboration: Partnership with colleagues, parents, and community

Safe and Caring Environment: Positive climate for staff and students with clear expectations

Continuous Improvement: Purposeful, focused professional development

High Standards/Expectations: Data to measure practices and achievement

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Elementary Principal: Andrew Dokken



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**RIPPLESIDE ELEMENTARY SCHOOL
&
AITKIN CHILDREN'S CENTER
2023-2024 SCHOOL SUPPLY LIST**



WE ARE A LATEX FREE AND PEANUT/TREE NUT AWARE SCHOOL

AITKIN CHILDREN'S CENTER

Junior Jakes-3's Preschool	Jake's-4's Preschool
<input type="checkbox"/> Disinfecting Wipes	<input type="checkbox"/> Disinfecting Wipes
<input type="checkbox"/> 2 glue bottles	<input type="checkbox"/> 2 Large Elmer's Glue Sticks
<input type="checkbox"/> Backpack large enough to hold a folder	<input type="checkbox"/> 1 white ½", hardcover, 3-ring binder
<input type="checkbox"/> Crayola Markers 16ct	<input type="checkbox"/> Backpack-sturdy and large enough for carrying papers, books, snow pants, shoes, etc.
<input type="checkbox"/> 1 Pack Baby Wipes	<input type="checkbox"/> Watercolors
<input type="checkbox"/> 1 box Kleenex	<input type="checkbox"/> 1 box Kleenex
<input type="checkbox"/> Play-doh (optional)	<input type="checkbox"/> Play-doh (optional)
<input type="checkbox"/> Construction paper (optional)	<input type="checkbox"/> Construction paper (optional)
<input type="checkbox"/> Plain white paper (optional)	<input type="checkbox"/> Plain white paper (optional)

RIPPLESIDE ELEMENTARY SCHOOL

KINDERGARTEN	SECOND GRADE (please label all items individually)
<input type="checkbox"/> 1 large box Kleenex	<input type="checkbox"/> 1-2 boxes of Kleenex-Community use-no need to label
<input type="checkbox"/> 2 containers of disinfecting wipes	<input type="checkbox"/> Box of 20 ct. or more snacks for class rewards/parties-Community use-no need to label
<input type="checkbox"/> A sturdy and EXTRA LARGE backpack	<input type="checkbox"/> 1 container of disinfecting wipes-Community use-no need to label
<input type="checkbox"/> Plastic rest mat (able to be wiped down)	<input type="checkbox"/> Snack size baqqies or Dixie Cups-Community use-no need to label
<input type="checkbox"/> Headphones in a gallon bag (please label bag and headphones)	<input type="checkbox"/> Backpack (no wheels)
<input type="checkbox"/> 2 boxes of Ziploc bags from the following options: snack, sandwich, quart, gallon, two gallon	<input type="checkbox"/> Gym shoes for PE days
<input type="checkbox"/> Water bottle (labeled)	<input type="checkbox"/> Water bottles
<input type="checkbox"/> \$5 for class party fund	<input type="checkbox"/> Healthy snacks daily
<input type="checkbox"/> 1 standard sized pencil box (8"x5")-labeled (Hard plastic box)	<input type="checkbox"/> 1 set of headphones in a gallon bag (please label bag and headphones)
<input type="checkbox"/> 1 pack of pencils-12 pack (either Dixon or Ticonderoga)	<input type="checkbox"/> \$5-\$10 donation for party/activities
<input type="checkbox"/> Crayola Twistables colored pencils	<input type="checkbox"/> 1 metal 9x6x3 or standard hard plastic 8x5 pencil box
<input type="checkbox"/> 2 packs Crayola broad markers-classic color-10ct	<input type="checkbox"/> 1 pencil pouch (optional)
<input type="checkbox"/> Twistable Crayola crayons (short size)	<input type="checkbox"/> 2-3 packs pre-sharpened pencils-Ticonderoga brand recommended
<input type="checkbox"/> 4 folders	<input type="checkbox"/> 1 covered pencil sharpener (optional)
<input type="checkbox"/> 2 notebooks	<input type="checkbox"/> Pencil top or large erasers
<input type="checkbox"/> 6 large Elmer's glue sticks	<input type="checkbox"/> Crayola crayons-regular or twistables
<input type="checkbox"/> 1 pair of scissors	<input type="checkbox"/> Crayola colored pencils or markers
<input type="checkbox"/> 1 pack of 8.5" x 11" colored computer paper	<input type="checkbox"/> Scissors
	<input type="checkbox"/> Glue sticks (2 large, 1-2 small)
	<input type="checkbox"/> 1 Glue bottle
	<input type="checkbox"/> 1 ruler (not flexible)
	<input type="checkbox"/> 1 highlighter
	<input type="checkbox"/> 3 folders (plastic preferred)
	<input type="checkbox"/> 2 notebooks (1 for STEM)
	CIP ROOM (MRS. SIEGFORD'S CLASS)
<input type="checkbox"/> 1 box Kleenex	<input type="checkbox"/> Kleenex
<input type="checkbox"/> Clorox Wipes	<input type="checkbox"/> Lysol/Clorox Wipes
<input type="checkbox"/> Backpack (no wheels)	<input type="checkbox"/> Plastic spoons/forks
<input type="checkbox"/> Gym shoes for PE days	<input type="checkbox"/> Paper plates/bowls
<input type="checkbox"/> Headphones in a Gallon bag (please label bag and headphones)	<input type="checkbox"/> Plastic cups
<input type="checkbox"/> Water bottle (labeled)	<input type="checkbox"/> Backpack (no wheels)
<input type="checkbox"/> \$7 for party fund	<input type="checkbox"/> Crayola pip-squeak markers
<input type="checkbox"/> 2 packs of pre-sharpened traditional gold pencils	<input type="checkbox"/> Gallon and sandwich bags
<input type="checkbox"/> 1 standard sized pencil box (8"x5")-labeled (HARD plastic box)	Donations of the following welcome:
<input type="checkbox"/> 1 pack of Crayola Twistable crayons (NOT Twistable colored pencils)	<input type="checkbox"/> 8 1/2 x 11 laminating sheets
<input type="checkbox"/> 1 pack broad Crayola markers	<input type="checkbox"/> Velcro dots-1/4 inch
<input type="checkbox"/> 1 small package of Expo markers (black, blue, or green-NO red please)	
<input type="checkbox"/> 2 highlighters	
<input type="checkbox"/> Scissors-labeled	
<input type="checkbox"/> 2 large pink erasers	
<input type="checkbox"/> 12 Elmers Disappearing Purple glue sticks	
<input type="checkbox"/> 1 plastic folder-labeled	
<input type="checkbox"/> 2 single subject wide-ruled notebooks-labeled	
<input type="checkbox"/> 1 box resealable slider gallon, quart sized baas or snack baas	



RIPPLESIDE ELEMENTARY SCHOOL

&

AITKIN CHILDREN'S CENTER

2023-2024 SCHOOL SUPPLY LIST

WE ARE A LATEX FREE AND PEANUT/TREE NUT AWARE SCHOOL




THIRD GRADE	FIFTH GRADE
<input type="checkbox"/> 1 box Kleenex	<i>All supplies will need to be replenished throughout the year.</i>
<input type="checkbox"/> 4 containers of Clorox Wipes	<input type="checkbox"/> 1 box Kleenex
<input type="checkbox"/> Gym shoes for PE days	<input type="checkbox"/> Clorox Wipes
<input type="checkbox"/> Backpack (no wheels)	<input type="checkbox"/> Gym shoes for PE days
<input type="checkbox"/> Safety glasses	<input type="checkbox"/> Water bottle (labeled)
<input type="checkbox"/> Water bottle (labeled)	<input type="checkbox"/> Safety glasses
<input type="checkbox"/> \$10 field trip/party fund	<input type="checkbox"/> Backpack (no wheels)
<input type="checkbox"/> 1 standard sized pencil box (8"x5")	<input type="checkbox"/> 1 standard sized pencil box (8"x5")
<input type="checkbox"/> 2 packages of pencils (traditional gold)	<input type="checkbox"/> Pencils
Headphones or earbuds in a Gallon bag (please label bag and headphones)	Headphones or earbuds in a Gallon bag (please label bag and headphones)
<input type="checkbox"/> **Please note that they cannot have volume control on them or be wireless due to being needed for MCA testing	<input type="checkbox"/> **Please note that they cannot have volume control on them or be wireless due to being needed for MCA testing
<input type="checkbox"/> 1 Crayola Colored Pencil Set, 24-Colors	<input type="checkbox"/> Expo Markers (3 packs)
<input type="checkbox"/> 1 Crayola broad markers-classic color-10ct	<input type="checkbox"/> 1 Crayola broad markers-classic color-10ct
<input type="checkbox"/> 3- single subject, wide-ruled notebooks	<input type="checkbox"/> 2 black Sharpie markers
<input type="checkbox"/> 1- 3 subject, wide ruled notebook	<input type="checkbox"/> 1 Crayola Colored Pencil Set-24 Ct. -or- 1 Crayola Classic Crayons-24 Ct.
<input type="checkbox"/> 2 black Sharpie markers	<input type="checkbox"/> 4 two pocket folders
<input type="checkbox"/> Highlighter	<input type="checkbox"/> 3 notebooks (1 notebook for STEM)
<input type="checkbox"/> 8 glue sticks	<input type="checkbox"/> 1 pack of loose leaf paper
<input type="checkbox"/> 7" Scissors	<input type="checkbox"/> Elmer's glue sticks
<input type="checkbox"/> 1 binder-1" with 2 pockets	<input type="checkbox"/> Scissors
<input type="checkbox"/> 4 plastic folders	<input type="checkbox"/> Ruler with centimeters and inches
	<input type="checkbox"/> Roll of masking tape (for Artist in Residence)
FOURTH GRADE	SIXTH GRADE
<input type="checkbox"/> 1 large box of Kleenex	<input type="checkbox"/> 1 box Kleenex
<input type="checkbox"/> Backpack (no wheels)	<input type="checkbox"/> Safety glasses-for STEM
<input type="checkbox"/> Gym shoes for PE days	<input type="checkbox"/> Backpack
<input type="checkbox"/> Safety glasses-for STEM	<input type="checkbox"/> Gym shoes for PE days
<input type="checkbox"/> Water bottle (labeled)	<input type="checkbox"/> 1 standard sized pencil box (8"x5")-for STEM
<input type="checkbox"/> \$5 party fund	<input type="checkbox"/> 4 notebooks
<input type="checkbox"/> 1 standard sized pencil box (8"x5")	<input type="checkbox"/> 1 pack of 3x5 index cards (ruled or unruled)
<input type="checkbox"/> 3 packs of pencils	<input type="checkbox"/> 1 highlighter
<input type="checkbox"/> Scissors	<input type="checkbox"/> 1 pack of EXPO markers
<input type="checkbox"/> 4 folders (green, blue, yellow, student's choice)	<input type="checkbox"/> Markers, crayons or colored pencils (pick 2)
<input type="checkbox"/> 2 sturdy solid orange colored folders	Headphones or earbuds (please label) **Please note that they cannot have volume control on them or be wireless due to being needed for MCA testing
Headphones or earbuds **Please note that they cannot have volume control on them or be wireless due to being needed for MCA testing	<input type="checkbox"/> 1 package of pencils
<input type="checkbox"/> 1 composition notebooks (no spiral or tear out)	<input type="checkbox"/> 1 glue stick
<input type="checkbox"/> 2 spiral notebooks (1 notebook for STEM)	<input type="checkbox"/> Pocket Folders (4-5)
<input type="checkbox"/> Loose leaf paper	<input type="checkbox"/> Scissors
<input type="checkbox"/> Elmer's glue sticks	
<input type="checkbox"/> 1 fine point Sharpie	
<input type="checkbox"/> 1 very fine point Sharpie	
<input type="checkbox"/> 2 highlighters	
<input type="checkbox"/> 4 dry erase markers	
<input type="checkbox"/> Crayola broad markers, crayons or colored pencils	
Aitkin High School 7th Grade Supply List	
<input type="checkbox"/> Notebooks	<input type="checkbox"/> 1 empty plastic jar with lid (peanut butter or similar)
<input type="checkbox"/> Pencils	<input type="checkbox"/> A small amount of nail polish remover (for bug collection)
<input type="checkbox"/> Pens	<input type="checkbox"/> 1 shoe box (for bug collection)
<input type="checkbox"/> 1 box of colored pencils	<input type="checkbox"/> Piece of styrofoam that fits inside shoe box
<input type="checkbox"/> 2 combination locks (regular locker and gym locker)	<input type="checkbox"/> Gym shoes
<input type="checkbox"/> Headphones or earbuds (please label) **Please note that they cannot have volume control on them or be wireless due to being needed for MCA testing	<input type="checkbox"/> 1 two line scientific calculator (TI-30XS is preferred. FX-300, TI-30X, TI-36XPro are also good options)
<input type="checkbox"/> 1 box of Kleenex (for community use)	



Rippleside Elementary – Policies and Procedures

Please note: District Wide Policies and Procedures can be found on the district website <http://home.isd1.org/district-policies.htmls>

PBIS “CATCH THE WAVE”



Mission Statement: The mission of Rippleside’s Catch the Wave program is to create an effective learning community in which all members are actively contributing through the consistent practice of respect, responsibility, safety, and positive attitudes.

Positive Behavioral Interventions and Supports is an approach to teaching and supporting positive behaviors and meeting the needs of all students. This schoolwide approach to discipline focuses on building a safe and positive environment in which all students can learn. The foundation of PBIS at Rippleside Elementary School is Catch the Wave which has four building-wide expectations:

- We are Respectful
- Always Responsible
- Very Safe
- Excellent Attitude

In addition to our behavior expectations PBIS has five other components:

1. a behavior matrix which explains behavior expectations in each school setting
2. direct teaching of the expectations
3. Catch the Wave reinforcement
4. consequences for minor and major behavior
5. behavior tracking to record and address inappropriate behaviors

BEHAVIOR MATRIX

The school behavior matrix is a detailed description of expected behavior in each setting of the school. For example, in every setting it is respectful to use self-control of our body and words. It is very safe to keep your hands, feet, and body to self. The matrix will be posted in classrooms, around school, and sent home. The home behavior matrix was created to provide a detailed description of behaviors that will help children be successful at home, school, and in our community. For example, it is respectful to say “please” and “thank you”. It is responsible to have a quiet place to complete homework. The home matrix can be found on page 12. Opportunities to learn more about home expectations will be available in the Rippleside Elementary School’s monthly newsletter.



TEACHING EXPECTATIONS

Throughout the school year, students will be taught how to behave according to the four expectations. Teachers will help students learn what the expectations look like and provide opportunities for students to practice the expectations. These lessons will be retaught and reinforced throughout the school year, and will become a regular part of our instructional program.



PBIS RECOGNITION

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. Some of the ways we reinforce positive behaviors include: Catch the Wave surf boards, high top tables, WAVE tags, schoolwide rallies, large group activities, and classroom celebrations.

DISCOURAGING INAPPROPRIATE BEHAVIOR

Our focus is on teaching and reteaching expected behavior, but when that is not effective classroom teachers use a variety of strategies to correct inappropriate behavior. When major behavior is demonstrated, it will result in an immediate referral to the office.

BEHAVIOR TRACKING

Anytime a student receives recognition for positive behavior or a minor/major referral for inappropriate behavior, it is tracked. We look at this data monthly and use it to make informed decisions as to where we need to put our efforts to encourage positive behavior, reteach and develop school wide and individual plans

Catch the WAVE

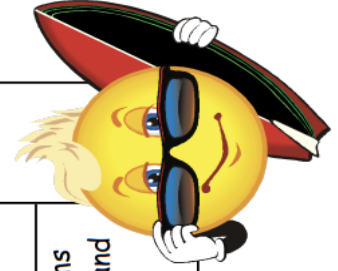
The Ripple Effect:

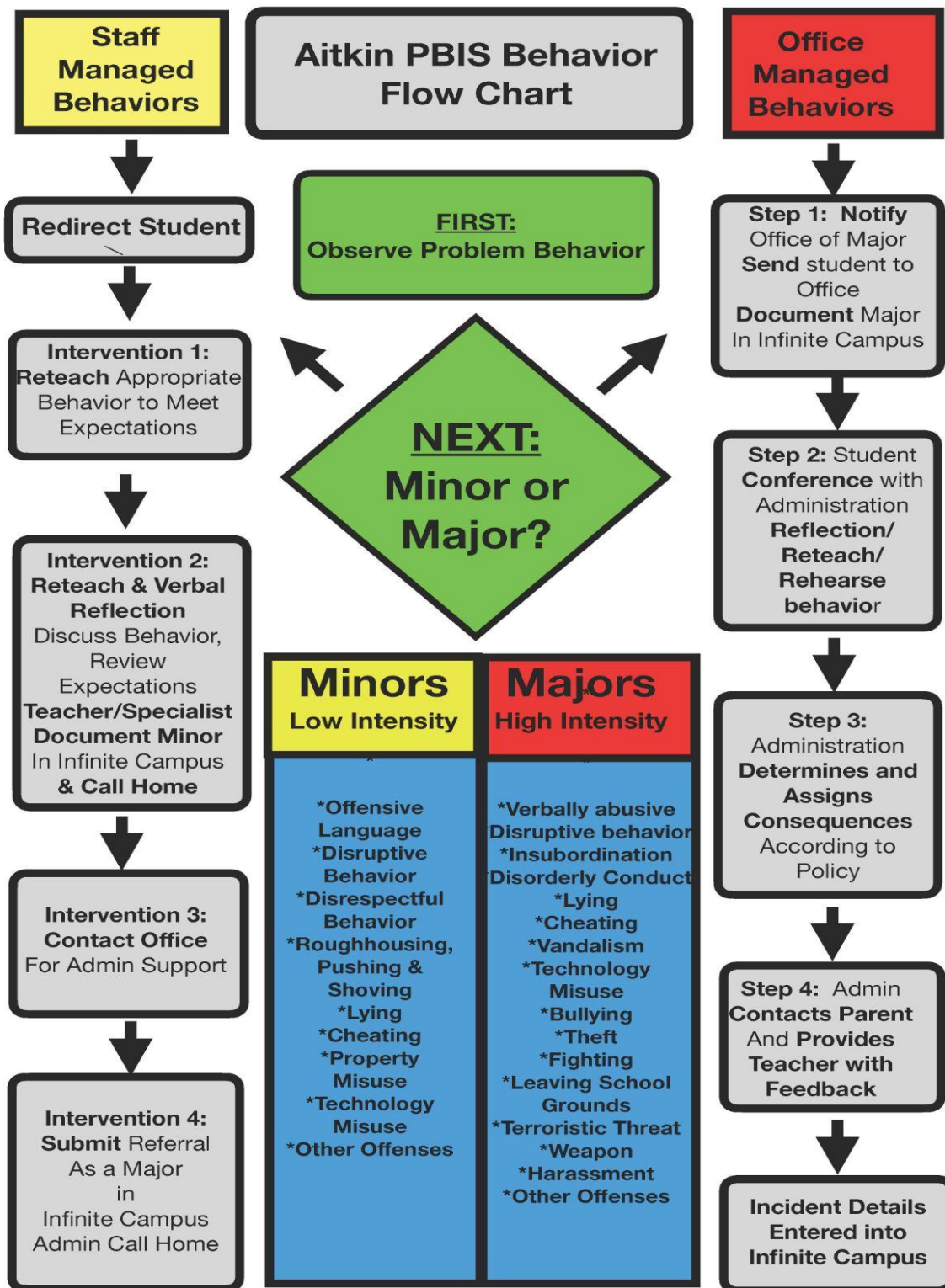
E X C E L L E N T A T T I T U D E			
	We are Respectful	Always Responsible	Very Safe
All Settings	<ul style="list-style-type: none"> ● Be kind and use good manners ● Respect self, others, and property ● Use self-control with body and words ● Use appropriate voice level ● Follow directions the first time 	<ul style="list-style-type: none"> ● Make good choices ● Accept consequences ● Be honest ● Keep area clean ● Know student I.D. 	<ul style="list-style-type: none"> ● Keep hands, feet, & body to self ● Keep self and others safe
Classroom	<ul style="list-style-type: none"> ● Actively listen and follow directions ● Respect other people's right to learn ● Follow directions the first time 	<ul style="list-style-type: none"> ● Do quality work on time ● Be prepared and ready to learn ● Stay focused 	<ul style="list-style-type: none"> ● Move appropriately around the room ● Use materials appropriately ● Sit correctly in chairs & on floor ● Keep classroom and work space clean
Bathroom	<ul style="list-style-type: none"> ● Respect each others' privacy ● Keep area clean 	<ul style="list-style-type: none"> ● Practice proper hygiene ● Go quickly and quietly in and out 	<ul style="list-style-type: none"> ● Report problems ● Use toilet/urinal properly
Hallways	<ul style="list-style-type: none"> ● Greet others appropriately ● Keep hands off walls ● Voice level 0-1 	<ul style="list-style-type: none"> ● Go quickly and quietly to your destination ● Keep lockers and hallways clean ● Use Maker Space Wall Stations and sensory pathway appropriately 	<ul style="list-style-type: none"> ● Observe red dot areas ● Walk on right facing forward ● Keep walking path clear
Cafeteria	<ul style="list-style-type: none"> ● Use please and thank you ● Use appropriate voice level ● Use self-control in line & at tables 	<ul style="list-style-type: none"> ● Keep eating area clean ● Dispose of food in proper manner 	<ul style="list-style-type: none"> ● Stay seated & raise hand to be excused ● Report any spills immediately
Arrival / Dismissal	<ul style="list-style-type: none"> ● Stop, listen, & follow all adult directions ● Use appropriate voice level ● Enter and exit on the right 	<ul style="list-style-type: none"> ● Walk & stay on the sidewalk ● Stay in designated areas before and after school 	<ul style="list-style-type: none"> ● Go quickly & quietly in and out of school ● Pass others carefully
Assembly	<ul style="list-style-type: none"> ● Listen quietly & respectfully ● Represent your school in a positive way ● Stay seated 	<ul style="list-style-type: none"> ● Eyes & attention on speaker ● Applaud appropriately ● Follow quiet signal & directions the first time 	<ul style="list-style-type: none"> ● Enter & exit in an orderly manner
Playground	<ul style="list-style-type: none"> ● Take turns ● Include others in activities ● Show good sportsmanship ● Use appropriate & kind language 	<ul style="list-style-type: none"> ● Line up immediately at the first signal ● If you take it out, bring it in (equipment, clothes, etc.) ● Be a problem solver ● Remind friends to follow the rules 	<ul style="list-style-type: none"> ● Use equipment for intended purpose ● Play in supervised areas only ● Wear appropriate outside clothing ● Report problems to adults ● Keep wood chips & snow on the ground
Bus	<ul style="list-style-type: none"> ● Follow driver's directions the first time ● Use appropriate voice level & language 	<ul style="list-style-type: none"> ● Keep bus clean ● Report any problems 	<ul style="list-style-type: none"> ● Sit & stay in seat ● Enter & exit in an orderly fashion ● Keep aisles clear

Catch the WAVE for Parents

The Ripple Effect:

E X C E L L E N T A T T I T U D E		
We are Respectful	Always Responsible	Very Safe
Encourage your child to say "please" and "thank you".	Provide your child with a quiet place to complete homework. Help when needed.	Know where your child is and with whom.
Expect your child to listen to and follow directions.	Make sure your child gets supper & plenty of sleep at night (10-12 hours).	Monitor & limit your child's TV, video games, and Internet use. Play a board game instead.
Expect your child to treat you and others with respect.	Make sure your child reads or you read to them everyday.	Teach your child ways to be a good friend.
Encourage your child to behave. Go over expectations before entering the store, library, etc.	Volunteer at RippleSide. Call Brittney Galbraith at 927-4838.	Teach your child appropriate ways to express feelings.
Teach your child the difference between appropriate and inappropriate language.	Everyday, ask your child questions about what they learn at school. Share about everyone's day during dinner time or while driving.	Talk to your child about their feelings, friendships, and stressors. Get to know your child's friends and friends' parents.
Praise your child when they follow your rules and comply with your requests.	With your child, check your child's backpack daily. Sign & return papers.	Teach your child healthy ways to solve problems.
Teach your child to resolve conflicts without using violence or putting others down. Model and practice strategies with them.	Contact RippleSide with questions, concerns, and for progress updates at 927-4838.	Teach your child to say "No" when they are pressured to do something they do not want to do.
Encourage your child to do their best in school.	Make sure your child brings to school everything they need i.e. outside clothing, phy-ed shoes, homework, backpack, books, etc.	Provide your child with the items necessary to stay clean, warm and healthy.





DAILY SCHEDULE:

7:50-8:20 Students enter building

7:50-8:25 Breakfast is served

8:25 Classes Begins-Pledge of Allegiance & Announcements

11:10-1:05 Lunch

3:02 Grades K-3 bus students dismissed

3:04 Grades 4-6 bus students dismissed

3:10 Walkers and pick up students dismissed

A.M. DROP-OFF

For the safety of all students, parents/guardians are asked to travel down 1st Street SW/Potter Blvd, turn south on 2nd Avenue SW, and stop along the sidewalk in front of Woock Field to drop off students. This is a drop-off zone ONLY. If you must enter Rippleside, you must find alternate parking (2nd Street SW or 3rd Street SW).

SUPERVISION OF CHILDREN MORNING AND RECESS

Morning Arrival- Buses do not arrive at Rippleside before 8:00 a.m. There is no adult supervision with students before 7:50 a.m.; therefore parents/guardians who bring their students to school are asked to drop their students between 7:50 a.m. and 8:15 a.m. at the drop off zone on 2nd Avenue SW in front of Woock Field. The doors will open at 7:50 a.m. If you need to drop your student off prior to 7:50, please enroll them in Kids Club. The Principal reserves the right to send students who arrive too early to Kids Club. Parents/guardians will be billed for services.

RECESS - Children are supervised on the playground prior to their lunch by Rippleside staff members. During inclement weather, they will be supervised in their classrooms.

DAILY DISMISSAL

Primary students are dismissed at 3:02 p.m. Intermediate students are dismissed at 3:04 p.m. Children riding the bus are dismissed directly to their bus. To alleviate congestion and for the students' safety, parents/guardians picking up their students are encouraged to do so after the buses have left at 3:10 p.m. Grades 4-6 are picked up in front of the main entrance. Grades K-3 are picked up in front Door #2. Because instruction is provided until the end of the day, we also ask that you try to limit any early pickups of your students.

STUDENT ATTENDANCE OF AFTER SCHOOL EVENTS

Students who stay after school to attend a school sponsored activity must be a participant or under the supervision of an adult. If a student doesn't have a note indicating parent/guardian permission, they must go home as usual. If the event is scheduled later in the afternoon, the student is required to go home or attend Kids Club as supervision is not provided after the completion of the school day. Likewise, parents/guardians are asked to make arrangements to pick your student up when the activity is finished. Exceptions to this policy must be cleared through the Principal's Office.

STUDENT TRANSPORTATION CHANGES AND NOT PICKED UP

Students who have a transportation change from their regular schedule will need to provide a written note/phone call to the school office prior to 12:00 p.m.

If a child is not picked up at the appropriate time during school hours, the school will attempt to call the home. If no contact is made a call will be placed to the Aitkin City Police or Aitkin County Sheriff. These agencies will pick up the student and contact the parents/guardians.

SECURITY AND CONFIDENTIALITY IN THE SCHOOL

Students will only be released to parents, guardians, and members of the immediate family. Students being released from school to anyone other than their legal guardian must have a note from the parent or guardian granting permission. Please notify the school principal if there are individuals to whom the school should not release your child to.

⇒ All records are kept in confidence. The school will not release records to outside agencies or individuals without written permission from the parent or guardian. Parents/ guardians are permitted to review their student's records upon policies or regulations.

WALKERS

Students who are walking must have written permission from their parent/guardian. One note will suffice for the year if the student is going to be a regular walker. If a student will be walking occasionally a note must be turned in each time. Students who are walking cross three intersections accompanied by Rippleside staff members. The Aitkin City Police and/or Rippleside staff members assist at the crossing of Highway 169. If there are any problems, the Principal will be informed and the appropriate actions will then be taken. This is to be a safe and problem free experience. If you have any questions, please contact the school.

SAFE SCHOOL ROUTES – BIKE OR WALK

⇒ Walk to School Expectations

Walking is among one of the best ways to promote student well-being as it helps children to integrate more physical activity into a daily routine. The District supports walking as transportation as long as students live within walking distance and where there are adequate facilities to do so safely (e.g. complete sidewalks and safe crosswalks). Walking provides physical activity, decreases congestion and pollution, provides pedestrian skills, and helps to build a healthy habit that will last a lifetime.

The District regards walking to school by students as an assumption of responsibility by students and their parents/guardians—a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration to others. The District assumes no liability for injuries occurring outside school property.

The District strongly recommends that students and their parents follow recommended walking safety guidelines and always use their common sense and good judgment. If crossing guards are available, students and parents/guardians should cross where crossing guards are located after looking both ways. Students should use crosswalks. A crosswalk is an extension of the road, sidewalk, curb, or edge of the shoulder at an intersection. Crosswalks may be either marked or painted stripes or unmarked. School employees and parents/guardians are role models for children, and older children should be role models for younger children. Role models have a responsibility to follow the laws and rules for safe walking, bicycling, and driving to ensure the safety of all road users—pedestrians, bicyclists, and motorists. It is recommended that students in the third grade and below walk with adult supervision. It is recommended that students in the fourth grade and above walk in groups or with adult supervision.

The District expects parents/guardians to make students aware of the following safety tips:

1. If there is a crosswalk, use it. Use sidewalks and do not walk in the street.
2. Look left, right, and left again before crossing to make sure that the road is clear. Continue looking while you cross and listen for traffic.
3. Do not cross the street from between parked cars.
4. If you are walking at dawn, dusk, or after dark, wear light-colored or reflective clothing.

The District expects parents/guardians who allow their students to walk to school to make them aware of these rules and conditions and the safety reasons supporting them. The district also expects parents/guardians to realize their obligations to reinforce adherence to the rules and recommendations provided in this policy.

⇒ **Bike to School Expectations**

Bicycling is among one of the best ways to promote student well-being as it helps children to integrate more physical activity into a daily routine. In addition, bicycling helps to decrease vehicle congestion and resulting pollution on school grounds, and provides skills and healthy habits that will last a lifetime.

The District supports bicycling as transportation for all bicyclists (including employees and parents/guardians) as long as the cyclist lives within a comfortable bicycling distance of the school for his/her level of skill, follows the rule of the road, and wears a properly fitted bicycle helmet. The District regards the riding of bicycles to school by students as an assumption of responsibility by students and their parents/guardians—a responsibility in the care of personal property, in the observation of traffic safety rules, and in the display of courtesy and consideration towards others. The School District/Board or its subsidiaries assumes no liability for injuries occurring outside school property, and are not liable for any equipment or property damage that may occur.

The District strives to provide bicycle education in 3rd grade to teach traffic skills and rules as well as bicycle helmet safety. The district recommends that every child take this training or a similar bicycle safety course before riding in traffic. Children in 3rd grade and below should be accompanied by an adult when bicycling to or from school as well as complying with the other conditions below. Parents/Guardians are strongly cautioned to exercise great care and supervise carefully if children of this age wish to bicycle to school. Children in 3rd grade and below are unlikely to have the developmental and judgment skills for unsupervised bicycling.

Student riders should be aware of and follow **Minnesota Bicycle Laws:**

1. Ride on the right with traffic, obey all traffic signs & signals, bicycles have all rights/duties of any other vehicle driver.
2. Legal lights and reflectors required at night.
3. Continuous arm signal required during the last 100 feet prior to turn or change lane (unless the arm is needed to control the bike) and while stopped waiting to turn.
4. On roadways may ride two abreast but don't impede normal & reasonable movement of traffic. Ride in a single lane.
5. Ride as close as practicable to right hand curb or edge of roadway except:
 - a. When overtaking a vehicle.
 - b. When preparing for a left turn.
 - c. When necessary to avoid conditions that make it unsafe, e.g. fixed or moving objects, surface hazards, or narrow-width lanes.
6. Yield to pedestrians on sidewalks and crosswalks. Give audible signals when necessary before overtaking. No riding on sidewalks within business districts unless permitted.
7. No hitching rides on other vehicles.
8. Only one person on a bike unless equipped for more or a legal baby seat is used.

Minnesota Bicycle Laws Continued:

Don't carry anything that prevents keeping one hand on the handlebars or proper operation of brakes. Brakes must allow skidding on dry, level, clean pavement. Handlebars must not be above shoulder level. Bicycle size must allow safe operation. On sidewalks, parking that does not impede normal & reasonable movement of pedestrian or other traffic is allowed unless it is locally restricted. Legal parking on a roadway that does not obstruct legally parked motor vehicles, is allowable. Safe bicycle events approved by local authorities, which do not seriously inconvenience other highway users, are not unlawful. Traffic laws can be waived. When passing a bicycle or pedestrian, motor vehicles shall leave at least 3 feet clearance until safely past the bicycle or pedestrian.

⇒ While on school grounds with a bicycle, students must comply with these rules and safety regulations:

1. Bicycle riders must exercise caution around motor vehicles and pedestrian students.
2. Walking bicycles on school sidewalks is further recommended.
3. Bicycles are not allowed on the playground.
4. Bicycles must be parked in the racks provided.
5. Students must bring and use bicycle locks.
6. Helmets must be stored in a locker, backpack, or attached to a bicycle.
7. Students are not to interfere with any bikes, helmets, or other equipment (steal, unlock quick releases, bounce helmets, etc.)

The District expects parents/guardians who allow their students to bike to school to make them aware of these rules and conditions and the safety reasons supporting them, and to realize their obligations to reinforce adherence to the rules and recommendations provided in this policy.

⇒ Route Plan for Walking and Bicycling

Students who walk or bike to Rippleside Elementary School are advised to use the following identified routes and recommendations below to safely cross roads and access school. Students who walk should use all available sidewalks and pedestrian crosswalks along their route to school. Students who ride a bicycle should wear a helmet and abide by the rules of the road following these same routes. If riding on a sidewalk, the cyclist shall use caution in passing pedestrians.

Students traveling on foot to Rippleside Elementary should use sidewalks (as they are constructed on 1st St. SW, 2nd St. SW, 3rd St. SW and 2nd Ave. SW) running directly in front of the school.

Students crossing Minnesota Avenue (Hwy. 169) should cross only at marked, designated pedestrian crosswalks. A main crosswalk is located at 2nd St. SW and is the preferred crossing for all students. Aitkin Police control this intersection for bus traffic during morning and afternoon hours and help to ensure student safety while crossing. Additional crossing guards are provided in the afternoon by the school to assist students while crossing.

Safe Route to:

Aitkin Public Library— Students/staff will walk east on 2nd Street SW and cross Hwy 169, walk north one block, go east to 1st Street SW, and then north on 4th Ave SE to their destination. Crossing guards and flags will be used at all times when crossing ANY streets.

CURRENT MEAL PRICES:

	BREAKFAST	LUNCH
All students	Free	Free
Milk/Juice	\$.40	\$.40
Adult/Child Guests	\$3.00	\$4.95

MN free meals must be complete meals. If only a juice or milk is taken, your account will be charged \$.40. This includes our families who receive free and reduced lunches.

Please refer to District Policy 725 for details on account management

(http://home.isd1.org/uploads/1/2/5/6/12568878/policy_725_food_service_management.pdf)

GUIDE TO HEALTHY SNACKS AT SCHOOL

Parents and teachers can support lifelong healthy eating habits by ensuring that healthy snacks, rather than high-sugar, high-fat snacks, are available for growing children during regular snack times. Healthy eating improves memory and concentration, classroom behavior, test scores, health and attendance, and helps build strong bones, promotes healthy growth, prevents dental cavities, promotes healthy body image, and helps maintain a healthy weight. School snacks should be safe and easy to serve. Check with your classroom teacher to determine if any snack options need to be avoided due to allergies of other students in the classroom.

Birthday Treats are not encouraged. When choosing snacks that contain healthy grains, try to keep the added sugars to less than 35% by weight, and the saturated and trans fat low, meaning no more than 35% of its total calories derived from fat and less than 10% of total calories derived from saturated fat.

Healthy snack ideas include: (Fruits and Vegetables are always the best choice)

- Vegetables and low-fat dips such as cottage cheese, guacamole, hummus, salsa, or salad dressing
- Fresh, frozen, or canned fruit in its own juice or light syrup, unsweetened applesauce
- Dried fruits such as raisins, cranberries, and prunes, also try natural fruit leathers
- Low-fat cheese (7 grams of fat or less per oz.), use in moderation and pair with fruit, veggies, or crackers
- Low-fat yogurt (no more than 30 grams of sugar in a 6 oz. cup)
- Whole grain crackers (6 grams of fat or less)
- Baked tortilla chips
- Rice Cakes- Look for rice cakes made from brown whole grain rice
- Whole grain mini bagels, whole wheat English muffins, or whole wheat pita bread
- Low-fat popcorn (6 grams of fat or less)
- Whole grain cereals with no more than 35% added sugars by weight
- Whole grain granola bars that are low in fat and sugar
- Graham crackers
- Beef or turkey jerky
- Low-fat, reduced sodium brands of turkey, ham, and roast beef slices
- 100% fruit juice with a 6 oz. serving size
- 100% low-sodium vegetable juice
- Bottled water-this should be the main drink served at snack time
- Low-fat or fat-free milk

FARM TO SCHOOL

1. Rippleside Elementary supports the development of the Farm to School program to help students eat more nutritious foods and promote healthier lifelong eating patterns; support the local economy and local farmers; and teach students about the origins of their foods and how their food is grown
2. Rippleside supports the integration of a Farm to School program in the elementary food program and the curricular and co-curricular activities as appropriate to facilitate the nutritional and educational goals of Rippleside Elementary.
3. The Farm to School program enhances the nutritional and educational experiences of school children by providing:
 - a. Nutritious, farm fresh grown food as part of the school food program once a month;
 - b. Opportunities for school children to visit with farmers and learn about the origins of their food and how their food is grown.
4. Rippleside will support the sustainability of the Farm to School Program through the use of existing resources and allocation of school district funds and through activities including, but not limited to fundraising, solicitation of community donation, and grants.

5. The Principal, with the assistance of the head cook, will develop guidelines for a Farm to School Program:
 - a. A Farm to School Request for Proposal packet issued each spring for the following school year;
 - b. How the costs for the Farm to School Program will be funded;
 - c. How food obtained through the Farm to School Program will be used.
6. The Principal or designee will review existing building policies and recommend updates to any other building policies to incorporate the goals and objectives of the Farm to School Program, including the school food program and curriculum.

MANAGING PEANUT ALLERGIES IN AITKIN PUBLIC SCHOOLS

In Aitkin Public Schools, we are “peanut-aware,” not peanut free. We follow best practice recommendations from the Food Allergy & Anaphylaxis Network’s (FAAN) School Food Allergy Program. Aitkin Public Schools is a peanut-aware facility. We are unable to control everything that is brought into our multi-use classrooms and facilities.

During lunch periods, our cafeteria is “peanut/nut aware.” We no longer offer peanut butter or other foods containing nuts as a lunch option. We highly encourage that food or snack items brought from home do not contain nuts.

Due to the close proximity of students to each other in the classroom, we maintain a guideline of no food containing peanuts/nuts in our classrooms for snacks or parties with those students who have been recognized as allergic to peanuts/nuts. This is for the protection of our students with food allergies. Students are allowed to bring healthy food options (fruits and vegetables) and prepackaged foods that list the ingredients.

GUIDELINES

School Staff:

- Ensure annual training for school staff about allergies, anaphylaxis reactions, and EpiPen ® administration. (Required by MN Statute 121A.22 and 121A.2205)
- Work with the parent/guardian and Health Care Provider (HCP) to develop a plan to accommodate the student’s needs.
- Teach the student who to go to if having an allergic reaction.

Licensed School Nurse (LSN):

- Gather information and develop an Emergency Care Plan (ECP) and Individual Health Plan (IHP).
- Work with school staff (teacher, administrator, nutrition services, custodian) to identify any necessary accommodations.
- Work with the building Section 504 Coordinator to develop a Section 504 plan as appropriate.
- Follow district policies/procedures for medication authorization and student Self-Carry, Self-Administer procedures. Provide or arrange for annual staff training.

Parent/Guardian:

- Work with the LSN and staff to develop a plan to accommodate your child’s needs.
- Provide the school with information from your Healthcare Provider and authorization for emergency medication administration if needed.
- Provide properly labeled medications and replace medications when expired.
- Teach your child about his/her specific food allergies and his/her Individual Health Plan.
- Determine and/or provide “safe” food for the child to eat. Teachers, school staff, or other parents/guardians should not be put into the position of deciding if a “food is safe” such as label reading for ingredients.

PETS

Pets brought to Rippleside Elementary School during the school year should be cleared with the classroom teacher. Due to the increasing amount of allergies, it is necessary to make these arrangements. Pets may be viewed outside on school property, with the owner present and supervising the activity.

DRESS CODE

See district policy in the district handbook on Pg. 15

WINTER PLAYGROUND EXPECTATIONS (SNOW)

Students in Grades K-4

(ENTIRE PLAYGROUND AREA)

- Boots
- Snow Pants
- Coat
- Gloves
- Hat

Students in Grades K-4

(BLACKTOP ONLY)

- Hat
- Gloves
- Coat

Students in Grade 5-6

(ENTIRE PLAYGROUND AREA)

- Hat
- Gloves
- Coat

WINTER PLAYGROUND EXPECTATIONS (SNOW) cont.

Note:

- 5th and 6th Grade students can use hoods as alternatives. Use your judgement.
- Below Freezing and NO Snow—ALL K-6 students must have a coat/gloves/hat.
- Above freezing and NO Snow—Dress according to weather. The entire playground is open unless muddy areas are closed by adult supervisors.
- Encourage all students to wear mud boots/extra shoes for spring weather.
- Students must keep all clothing on at all times.

FEES AND FINES

Textbooks, workbooks and other materials are furnished free to students and they are held responsible for their condition. If students lose or damage a book, they will need to pay for it.

SELLING

No student selling during school hours of 8:05 AM- 3:05 PM, unless it supports planned Rippleside programs.

GRADING PRACTICE

Grading varies depending on grade level. Any questions or concerns regarding grading should be discussed with your student's teacher.

LATE WORK

A late assignment is one not completed on the day it is due. The consequence for late work is a daily deduction that is at the discretion of each grade level.

INCOMPLETES

A student will not be allowed to take an "F" in lieu of unfinished work. Rather, an "I" (Incomplete) will be given and this will be carried over to the final grade if the student refused to complete the work. An "I" as a final grade reverts to an "F" if not complete within two weeks from the end of the grading period unless prior arrangements are made with the instructor.

STUDENT ATTENDANCE

⇒ Philosophy

The complex process of education is maximized with continuity of instruction, classroom participation and interaction, experiences and observations gained during classroom learning activities, and the interaction and communication with instructors. This established principle of education underlies and gives purpose to the requirement of compulsory attendance in Minnesota and every other state in the nation. A pattern of regular attendance established in school will benefit the learner now and will transfer to future schooling and into the workplace.

⇒ Purpose

- The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

⇒ Attendance Procedures

Learning is enhanced by regular attendance. The education process requires a continuity of instruction, classroom participation, and guided practice, along with support and encouragement from the parents/guardians in order for students to obtain their maximum education benefit. Regular attendance in well-planned instructional activities taught by competent instructors is vital to the learning process. A good pattern of attendance established in school will benefit the learner now, and will help ensure future success in high school and beyond. Student absences will be recorded as either excused or unexcused.

Following any legitimate absence from school, a note from the child's parent stating the reason for the absence must be presented to the office staff within 2 days of returning to school. In the event the office staff is not furnished with a note, the absences will be considered unexcused.

⇒ Excused Absences

To be considered an excused absence the student's parent or legal guardian must verify, in writing, the reason for the student's absence from school either in advance or within two school days after the absence.

1. Illness & Dr. appointments
2. Pre-arranged family vacation
3. Weddings/Funerals
4. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.

In the event of multiple unexcused absences, absence letters from the Rippleside Elementary office will be sent to the parents or legal guardians. Letters will be sent after 3 unexcused absences, and 5 unexcused absences. At 7 unexcused absences the 3rd letter will be filed with Aitkin County Health and Human Services and considered for educational neglect.

A parent/guardian who unlawfully causes a child to be absent from school or who knowingly hides or employs a child while school is in session shall be guilty of a misdemeanor.

Upon a child's initial classification as a continuing truant, the principal shall notify the child's parent/guardian, by first class mail or other reasonable means.

- **Excessive excused absences:** At the discretion of the Principal, students with 10 or more excused absences will require a doctor excuse or the school nurse must evaluate the present medical condition on the morning of the day they are planning to be absent. Also, at the discretion of the Principal, letters will be sent to Aitkin County Health and Human Services and considered for educational neglect

⇒ **Tardiness**

All students must have a written note from a parent if arriving late to school. Students will be marked as unexcused tardy if they do not have a note. Other examples of unexcused tardiness include oversleeping, missing the bus if the bus comes on schedule, or leaving home too late. Examples of excused tardiness include doctor or dentist appointments, bus runs late, or illness

TELEPHONE

The school telephone is for business calls only. Classes will NOT be interrupted to call students to the telephone for messages. Arrangements should be made prior to your student coming to school. However, if plans change and you need to get a message to your student during the school day, please leave the message with the office personnel and they will get the message to your student before the end of the school day. Many classes are outside late in the day, so calling earlier in the day will ensure that the message is delivered to your student.

If you wish to speak to a teacher, leave a message on their voicemail, and your call will be returned as soon as possible.

CELL PHONES AND OTHER DEVICES

Please see page 15 in the district handbook.

VANDALISM OR DAMAGE TO SCHOOL PROPERTY

Students that intentionally damage school property or are involved in an incident that could have been avoided by demonstrating better judgment will be required to pay for damages (e.g. lockers, doors, broken backboards, windows, iPads, bee bots, or other technology devices etc.). The only exception where a student will not have to pay for a broken backboard is if the incident occurs during a scheduled athletic contest.

INTERNET USE POLICY

Please see page 17 in the district handbook.

LOCKERS – DO NOT LEAVE VALUABLES IN YOUR LOCKER!

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct inspection of the interior of the lockers at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable, after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure

would impede an ongoing investigation by police or school officials. Locks are not allowed on lockers; special circumstances must be approved by the Principal.

COMMUNICATION

- Monthly Newsletters are emailed monthly to families and also posted on the Rippleside website. Isd1.org/Rippleside.org. Hard copies are available at the main office.
- Report Cards shall be obtained through the parent portal. Sign up at the Rippleside office to gain access.

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.



education.mn.gov > [Students and Families](#) > [Programs and Initiatives](#) > [Statewide Testing](#)

Check with your local school or district to see if there are any other consequences for not participating.

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20____ to 20____ school year.)



By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Statewide Assessment: Parent/Guardian Decision Not to Participate

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting the student out of this school year:

MCA/MTAS Reading

MCA/MTAS Science

MCA/MTAS Mathematics

ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.



PROGRAMS WE PARTICIPATE IN AT RIPPLESIDE

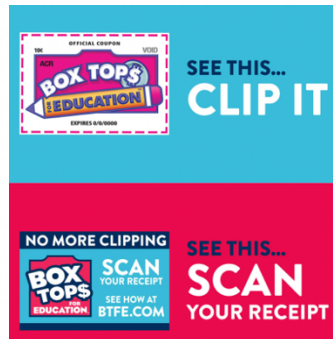
Milk cap programs and Campbell Soup ended, so we are no longer collecting them.

Propane receipt originals are collected, and the school will receive \$.02 for every gallon shown. RippleSide can receive up to \$2,000 per year.

AmeriGas
America's Propane Company



Each classroom has a competition to see who can bring in the most pop tabs. Prizes are awarded by the Aitkin Lion's club. Funds raised through the project goes to the Ronald McDonald House.



TRANSPORTATION/BUS CONDUCT

Bus transportation is a privilege, not a right. School buses are extensions of the school and all school rules apply to anyone being transported by Aitkin Public Schools including activity buses. Students being transported by Aitkin Public Schools are expected to conduct themselves in a manner that is respectful to others and ensures the safety of riders and the driver. The school district is not responsible for personal items/possessions left on the bus.

During regular to/from transportation, the district will strive to provide the closest and most convenient location for students to board. The board will take into consideration road conditions, turnaround opportunities, student age, and safety. It is the board policy not to travel on private roads. Students may be expected to walk a distance in order to facilitate a safe and convenient boarding area. The board establishes a distance of 1/2 mile for K-6 grade students and one mile for 7-12 grade students as reasonable distances where students can be expected to walk to meet a bus.

The Transportation Supervisor may call a meeting with parents, students, and school administration to address transportation or bus conduct issues or concerns, however the district may revoke a student's bus riding privileges under district discipline policies, which is not subject to laws governing suspension and expulsion. As with all types of student behavior, the seriousness of one's misbehavior is often a matter of judgment by the bus driver/transportation supervisor. However, as misbehavior pertains to bus disruption, we are defining two levels of infractions, which are:

Bus Behavior

- A. Serious, disruptive behavior, which includes:
 - 1. Fighting on the bus (physical confrontation)
 - 2. Damage to school property (vandalism)
 - 3. Throwing objects that may endanger the health and safety of other riders
 - 4. Any incident that endangers the safety of others or themselves

- B. Nuisance, distracting behavior, which includes:
 - 1. Profanity/abusive language
 - 2. Distracting behavior (#9 - Rules of Bus Conduct)
 - 3. Refusal to obey the driver
 - 4. Littering the bus
 - 5. Standing when supposed to be seated; this includes moving while en route
 - 6. Tripping other students and other infractions as defined in "Rules of Bus Conduct."

Rules of Bus Conduct

1. Students shall sit in the seat assigned by the bus driver.
2. Students shall remain seated always when the bus is in motion.
3. Students shall not throw any objects either in or out of the bus.
4. Students shall not take or damage other students' clothing or personal possessions.
5. Students shall not do bodily harm to other students or cause them to be emotionally distressed through threats, intimidation or embarrassments, bullying, or other prohibited conduct.
6. Students shall not abuse or destroy any part of the bus. Parents shall be held financially responsible for any damage to school property.
7. Students shall not use profane or abusive language on the bus.
8. Students shall not make improper or inappropriate gestures/touching or remarks to each other or to those outside the bus.
9. Students shall not distract other drivers.
10. Students shall not leave paper or other debris on the bus.
11. Students shall not be so loud in their conversations, etc., to distract the bus driver.
12. Students shall do as directed by the bus driver offering no resistance either physically or verbally.
13. Students shall behave in a manner that is most conducive to the safety and well-being of themselves and others on the bus.
14. At the discretion of the bus driver students may have food/drink on the bus.
15. At the discretion of the bus driver students may use electronic devices.

Conduct at Bus Stops

Children's safety and behavior are a concern to all those who work with and parent children. The following statements represent the policy of I.S.D. #1: Students should be at the assigned bus stop before the expected arrival of the bus.

A. Rules at the Bus Stop:

1. Get to your bus stop five minutes before your scheduled pick-up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus.
6. Wait until the bus stops before approaching the bus.
7. After getting off the bus, move away from the bus.
8. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
9. No fighting, harassment, intimidation or horseplay.
10. No use of alcohol, tobacco, or drugs.

B. Students who must cross a traffic lane to board should not cross without the bus stop arm extended and with the assistance of the bus driver.

Note: Student conduct at the bus stop area before and after school transportation is the responsibility of the parents/guardians.

Corrective Actions

A. Corrective Action - Type A Infraction – Serious Disruptive Behaviors:

1st offense: Written and/or verbal notification to the parents that the student will be suspended from the bus for 1-5 days.

2nd offense: Written and/or verbal notification to the parents that the student will be suspended from the bus for 1-2 weeks. A conference will be held between the student, parent, driver, and principal before the student is readmitted to the bus.

3rd offense: Written and/or verbal notification to the parents that the student will be suspended from the bus for 2-4 weeks. A conference will be held between the student, parent, driver, and principal before the student is readmitted to the bus.

4th Offense: Written and/or verbal notification that the student is suspended from the bus for the remainder of the school year.

B. Corrective Action - Type B Infraction- Nuisance or Distracting Behaviors: (At the discretion of the principal and bus director, students who show progress of positive behaviors over a 60-day time period may receive a lesser corrective action plan.)

1st offense: Verbal notification to the parents of the infraction and the driver will assign a seat.

2nd offense: Written and/or verbal notification to the parents of the infraction. The student is suspended from the bus for 1-5 days. The driver may assign a seat near the driver for the remainder of the school year.

3rd offense: Written and/or verbal notification to the parents of the infraction. The student will be suspended from the bus for 1-2 weeks and readmitted after a conference is held between the student, parent, driver, and the principal.

4th offense: Written and/or verbal notification to the parents of the infraction. The student will be suspended from the bus for 2-4 weeks and readmitted after a conference is held between the student, parent, driver, and principal before the student is readmitted to the bus.

5th offense: Written and/or verbal notification that the student is suspended from the bus for the remainder of the school year.

AITKIN CHILDREN’S CENTER POLICIES AND PROCEDURES

MISSION STATEMENT

“To offer high quality early childhood programs that meet the developmental needs of young children and families from birth through pre-kindergarten age.”

GUIDING PRINCIPLES:

- Parents/Guardians are a child’s first and most important teachers.
- Development proceeds at varying rates from child to child.
- Experiences that a child has during early childhood have a profound impact on a child’s development and his/her approach to learning now and in the future.
- Play is the most important vehicle for developing cognition, communication, social emotional competence, and motor skills.
- Social emotional competence is the foundation for all learning. The use of intentional teaching strategies is essential for children to gain these skills.

PROGRAMMING OPTIONS:

Early Childhood Family Education Classes

(non-separating & separating classes available)

ECFE classes offer the building blocks for family and school success. A typical class includes: parent/guardian/child activity time, teacher directed activity time, circle, snack, and parent/guardian discussion times.

- Day/Evening multi-age classes on Mondays
- Transition to kindergarten classes
- Special Events (Fall Party, Valentine Party, etc.)

Junior Jakes (3’s Preschool)

Children who are 3 years of age as of September 1st can enroll in the Center’s Junior Jakes Classes. These classes offer learning opportunities that foster growth in the following areas: cognition, communication, motor, self-help, and social-emotional skills.

Early Childhood Special Education

Trained and licensed staff are available to provide specially designed instruction to children from birth through pre-kindergarten age who have been identified as having a disability. Services may be provided in a home setting or center-based setting dependent upon a child’s age and needs.

Jakes (4's Preschool):

Children who are 4 years of age as of September 1st can enroll in the Center's Jakes Preschool Classes. Classes include an all-day or half day option. Curriculum focuses on cognition, communication, social-emotional skills, motor skills, and self-help skills with an emphasis placed on skills that will help your child be prepared for kindergarten.

Early Childhood Screening

The Aitkin Children's Center in collaboration with Aitkin County Public Health and Lakes & Pines Head Start provides two free early childhood screenings each year to all children who are three years of age. This free screening is a quick and simple check of a child's overall development. It identifies possible learning or health concerns so that children can get needed help before starting school. Please note: Children must be screened one time prior to entering kindergarten and within 90 days of preschool enrollment.

PRESCHOOL GUIDELINES

HEALTH INFORMATION:

- Children who are suspected of being ill or injured during the school day will be seen by the school nurse. First aid will be administered in an emergency. The child will be transported to the Aitkin hospital if necessary.
- Your child must be appropriately immunized for his/her age. The Center must have an immunization record on file for all students registered.
- In order to ensure the health of other children, children should not be brought to the Center if they are ill. Please keep children home if they have any of the following symptoms: diarrhea, persistent cough, fever, earache, stomachache, or vomiting. Please note: Children must be fever free for 24 hours(without medication) before being sent to school.
- Please notify the Center if your child develops a communicable disease so that we can inform parents of exposure. i.e. strep throat, lice, pink eye, etc.
- For suspected cases of lice or nits (eggs), school staff will bring students to the nurse to be checked.
- If your child has any medical needs, please notify the school nurse's office at 927-2115 ext. 2104.

ABSENCES:

- When absent, please notify the Children's Center office staff or your child's teacher by calling 218.927.7735. A parent or doctor's note is not necessary.
- A child who is absent for 3 consecutive weeks with no parental contact will be removed from class lists.
- Absences will not result in tuition reduction.

TUITION:

- Preschool tuition is based on a sliding fee schedule.
- Patrons must meet with the Center Secretary to make financial arrangements which include the child's first month's tuition or a signed Pathway I or II scholarship application. This must occur prior to the child's first day of preschool.
- Tuition may be paid in one lump sum or in monthly payments. Monthly payments should be received the first day of each month.
- Tuition statements and receipts for payments will be emailed to parents directly each month. If no email address exists, other arrangements will be made.
- Families should contact the Center to change/modify payment schedules if financial problems occur.
- Delinquent accounts are those who have not made a payment for two or more months. Patrons who have not made payments for two or more months will be contacted by the Center Secretary.
- Continued attempts will be made to collect funds by the Center and may prohibit the family's ability to register for upcoming sessions of their choice.
- Outstanding balances at the end of a fiscal year will be carried over to the next fiscal year.

SCHOLARSHIPS:

- Because the ACC is a four-star, Parent Aware rated center, a number of early learning scholarships are available to families. Scholarships may result in free preschool tuition for families. If you and your family are in need of a scholarship, please indicate that need to our center secretary and complete the necessary applications and forms at the time of enrollment.
- Notification of scholarship status will occur through a regional agency or by the Aitkin Children's Center.
- Monthly balance statements will not reflect the scholarship until award notification has been received.
- Parents are responsible for a child's tuition until award notification has occurred

ARRIVAL/DEPARTURE:

- Doors to the center will be locked during classes and will remain locked until 5 minutes prior to all classes.
- In the event of an emergency, parents/guardians may use the main entrance of Rippleside Elementary to enter the Center. Parents/Guardians must sign in when using the main entrance.
 - Pick up your child promptly at the end of each class (within five minutes of the class ending time). If a child is picked up consistently late (3 times), a child care fee of \$20.00 will be assessed to a family's tuition statement.
- Persons who are designated as authorized persons to pick up or drop off children will need to use the Sign In/Sign Out forms. If someone other than a parent/guardian is picking a child up, please document this change on the Sign In form.
- In the event of child custody cases or other legal matters that may impact persons who can pick up or drop off, please provide the Children's Center & Rippleside offices with pertinent legal documents.

WEATHER RELATED CLOSINGS:

Please listen to KKIN, KEZZ, WCCO for cancellation information. If the Aitkin Schools are closed, the Aitkin Children's Center is closed.

- If there is a late start, there will be no morning preschool classes. Full day preschool class will start two hours late. Afternoon classes will be scheduled as normal.

AITKIN CHILDREN'S CENTER CALENDAR:

- Please post the yearly Center calendar in your home.
- Tuition will not be adjusted for classes that may meet less sessions due to the school calendar.

TRANSPORTATION:

- Parents are responsible for providing transportation to and from the Center for children enrolled in Junior Jakes (3's Pre-school).
- Jakes (4's Pre-school) students have the option for busing by Aitkin Public Schools. Busing is available one-way for half day sessions and both ways for full day sessions provided a new bus stop is not created. No midday routes will be created for regular education students.
- Bus transportation is a privilege, not a right. School buses are extensions of the school and all school rules apply to anyone being transported by Aitkin Public Schools. See bus conduct on page 32 for more information.

CLASS SIZE:

Class sizes may vary. The majority of preschool classes will be staffed by a Lead Teacher, Special Education Teacher, and paraprofessional (aide).

EARLY CHILDHOOD FIELD TRIPS:

4's Preschool Classes will have periodic field trips. Parents/Guardians will be asked to sign a "blanket" permission slip in advance.

PRESCHOOL SNACK PROGRAM:

The Center's preschool snack program aligns with the District's Wellness Policy.

- Center staff will be responsible for planning and preparing snacks for all children who attend preschool.
- Monthly snack menus will be posted in the Center.
- Please notify staff of any dietary restrictions.
- Snack fees are collected one time per year.
- Fees are as follows: \$25.00 twice/week sessions \$15.00 once/ week sessions

Snack fees will be waived for families who qualify for free and reduced lunch.

COMMUNICATION:

- A child's teacher will have their own personal system to promote effective communication. This may include emails, notes, and weekly bulletins.
- Parents/Guardians should read notes, monthly newsletters and emails received from the Center.

FIRE/WEATHER/LOCK DOWN DRILLS:

Fire, lockdown, and severe weather drills are held regularly.

DRESS:

- Shoes must be worn in the Center at all times
- Dress your child appropriately for indoor, outdoor, creative and messy play. This includes tennis shoes for gross motor time as well as jackets, snow pants, boots, hats and mittens during the winter months for 4's Preschool.
- The Center is not responsible for permanent stains on clothing
- Please label outdoor clothing and backpacks.

PETS:

Pets may be allowed to visit the center. Please consult with the classroom teacher before bringing in a pet due to allergies.

PERSONAL ITEMS/TOYS:

Do not send your child to school with personal items or toys. The Center is not responsible for lost/stolen items.

TOILETING:

Children who are enrolled in 3's and 4's Preschool should be toilet trained unless the child has a specific health concern or is receiving special education support services.

LENDING LIBRARIES:

The Center has children's books available to be taken home. This is an honor system. Families should return books when they are finished.

BOOK FAIRS/FUNDRAISERS:

Parents/Guardians at the Center may be asked to participate in periodic fundraisers. Participation is voluntary.

CONFERENCES:

Conferences will be held two times per year. Dates will coincide with Rippleside's conferences. Each student will get one 15-minute conference time.

GET ON BOARD

We are very excited to continue our "Get On Board" positive behavior program. The "Get on Board" Program is the early childhood version of Rippleside's "Catch the Wave." "Get on Board" emphasizes positive social emotional outcomes for children which are embodied in our classroom expectations in 3's and 4's Preschool:

- ★ We are friends
- ★ We are safe
- ★ We clean up
- ★ We use a talking voice

Each student in our program will spend time practicing these expected behaviors in each setting of the Aitkin Children's Center: snack, playground, hallway, circle time, center play, cubby room, and bathrooms. You will see posters that will describe the expected behaviors in the main areas of the Center.

It is our goal to create a safe, nurturing, caring classroom community for your child and all the children we serve. Behavior incident reports will be filled out for those students who exhibit persistent and challenging behaviors. If you have any concerns, please don't hesitate to contact your child's teacher.

PARENT/GUARDIAN INVOLVEMENT

- Parents/Guardians can be involved in their child's education in the following ways:
- Communicate effectively with your child's teacher through emails, notes, and phone calls.
- Attend Parent/Teacher Conferences.
- Volunteer or visit the classroom during special events or field trips. A volunteer form will be sent home during October.
- Offer assistance to the teacher. She may need help with special projects or with filing.
- Become a member of the Children's Center Parent Advisory Council.
- Attend special events and activities sponsored at the Center.

QUESTIONS & CONCERNS

The Center is committed to partnering with parents/guardians to provide a high-quality early childhood experience. As the school year progresses, we know questions and concerns will arise. Please use the following steps as a guide:

1. Direct questions to your child's teacher or other staff in the classroom.
2. If you have any questions, please contact Lara Parkin, Center Coordinator, by email at lparkin@isd1.org
3. If the issue is not resolved to your satisfaction, it will be necessary to speak with Andrew Dokken, Building Principal, at 927-2115 ext. 2106, or at adokken@isd1.org