
Aitkin Independent
School District No. 1

2018-2019

Student Handbook

**Rippleside
Elementary & Aitkin
Children's Center**

Rippleside Elementary School

Student/Parent Handbook

2018-2019

Welcome to the 2018-2019 school year at Rippleside Elementary School. Aitkin Public Schools strive to meet the needs of all students and has 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 2018-2019 school year at Rippleside Elementary. Have a great year!

Mission Statement

Our MISSION is to empower students to be life-long learners and citizens by maximizing community, parent 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

Rippleside Elementary School

225 2nd Avenue SW

Aitkin, MN 56431

218.927.4838

218.927.4608 (fax)

Elementary Principal: Jesse Peterson

Dean of Students: Chad Peterson

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ISD #1 School Calendar
2018-2019

August 30 Kinder Camp

September 4 - 5 Entrance Conferences
September 6 School Starts at Rippleside

October 18-19 No School

November 2 Quarter 1 Ends (40 student days)
November 5 No School - Teacher - In-Service
November 12 No School - Parent/Teacher Conferences
November 22-23 No School - Thanksgiving Break

December 24—January 1 No School - Holiday Break

January 17 Quarter 2 Ends (43 student days)
January 18 No School - Teacher - In - Service

Feb. 15 & 18 No School - Presidents Day

March 8 No School
March 22 Quarter 3 Ends (42 student days)
March 28 No School - Parent/Teacher Conferences
March 29 No School - Teacher Inservice (½ day)

April 19 & 22 No School - Easter Break

May 27 No School - Memorial Day
May 30 Last Student Day - Quarter 4 Ends (44 Student Days)

Snow Make up Days
Feb. 15, Feb. 18 and April 22

Rippleside Elementary & Aitkin Children's Center School Supplies

Aitkin Public Schools – We are a Latex Free School

Head phones for all grade levels K-6
Gym shoes are required on PE days

Nurses Office – Hand Sanitizer & Kleenex

Pre-School – ACC

Junior Jakes (3's) Preschool

- Baby Wipes
- 1 large glue sticks
- 1 box Kleenex
- Disinfecting wipes

Jakes (4's) Preschool

- 1 box Kleenex
- Disinfecting wipes
- 1 large glue stick
- Baby wipes
- 1 white ½" hardcover, 3 ring binder

Kindergarten

For individual use (Please label)

- Plastic Rest Mat. (Remember they have to fold it and put it away in a small cupboard by themselves.)
- A sturdy and **EXTRA-large** backpack for carrying papers, books, snow pants, shoes, etc. Please help us establish the habit of bringing it to school daily
- 3-4 folders to carry papers back and forth (one at a time in their backpack)
- Notebook
- Head Phones in a gallon size plastic bag labeled with student's name

For classroom use (please don't label):

1 box of Kleenex

Optional classroom supplies: colored computer paper

1st Grade – For individual use, please label

- Scissors
 - 1 Standard sized pencil box (8" x 5 ")
 - Backpack (without wheels)
 - Tennis shoes for PE
- For classroom Use (please do NOT label)
- 3 packs of pre-sharpened traditional gold pencils
 - 2-3 large erasers
 - 15 glue sticks
 - 3 colors of highlighters
 - 2-3 folders – Plastic ONLY
 - 5 subject notebook with plastic cover
 - 2 single subject wide-rule notebooks
 - Crayons (THREE 24 packs)
 - 2 packs of classic color Markers
 - 1 package of Colored Pencils
 - 1 package of each: regular and skinny EXPO markers
 - 8 oz. or more hand sanitizer
 - 2-3 Large box Kleenex
 - 2 Clorox Wipes
 - 8 ½ x 11 colored cardstock (not construction)
 - 1 box any size Ziploc bags

2nd Grade – (Please label)

- Pencils (2-3 packs pre-sharpened)
- Large Erasers
- Scissors
- Glue Sticks (6)
- Crayons
- 1 ruler (NOT flexible)
- 5 Pocket Folders (1 Red, 1 Blue)
- 5 Notebooks
- Covered Pencil Sharpener
- Pencil Box
- Backpack
- Tennis Shoes for PE
- Lg. box of Kleenex
- Headphones

Optional

Colored Pencils, Markers,
Hand Sanitizer, Clorox Wipes

3rd Grade

- \$5 Party Fund
- 2 Pkg Pencils (traditional gold)
- Crayons or Colored Pencils
- 1box Kleenex
- 4 Wide-ruled Notebooks
- Pack of Glue Sticks
- Small Pencil Box
- 3 Folders
- 1 box Dry Erase Marker (4 pack)
- Scissors
- Clorox Wipes (3)
- Highlighter
- Headphones
- 2- 1" 3 Ring Binder
- Gym Shoes for PE

Optional: Ruler & Markers, box of envelopes, Ziploc baggies (quart or gallon)

4th Grade

- 3 packs Pencils, traditional gold
- 2 Wide rule journal /composition notebook (no spiral or tear out)
- 4 Dry erase markers
- 2 sturdy solid orange colored folders
- 4 other folders
- 3 notebooks
- Glue sticks
- Erasers
- Crayons
- Pencil box (5 x 8 x 2")
- 1 Covered pencil sharpeners
- Tennis Shoes for PE

- Scissors
- Ruler
- Box (or two) of Kleenex
- **Head Phones**
- Disinfectant wipes

Optional: colored pencils, markers, water bottle, loose leaf paper

5th Grade

All supplies will need to be replenished throughout the year. *Asmus/Mrs. Samuelson's Class have Community Supplies*

- Expo Markers- 1 pack
- Pencils
- Erasers
- 4 Folders
- 4 Notebooks
- Markers
- Crayons or Colored Pencils
- Glue Sticks/bottles
- Kleenex
- Scissors
- Tennis Shoes for PE
- Back Pack
- Pencil bag
- Disinfecting Wipes
- Head Phones

6th Grade

- 1" or 2" 3-ring binder
- 3 notebooks
- 1 pkg pencils
- 1-2 packs loose leaf paper
- 4 pocket folders
- Scissors
- Disinfecting Wipes
- 1 pack 3x5 index cards
- 1 highlighter
- 1 pk dry erase markers
- Colored pencils or crayons
- 2 boxes of Kleenex
- Head Phones
- Tennis Shoes for PE

2018-2019

Rippleside Elementary - Policies and Procedures

Please note: District Wide Policy 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 school wide 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 and 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 with body and words. It is very safe to keep hands, feet & 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 follows on the next page. 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 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 behavior includes: Catch the Wave surf boards, high top tables, WAVE tags, school wide rallies, large group activities, and classroom celebrations.

DISCOURAGING INAPPROPRIATE BEHAVIOR

Our focus is on teaching and re-teaching 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 received 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

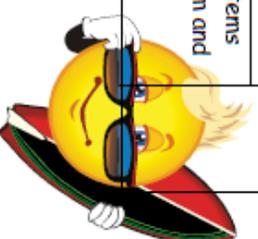
	We are Respectful	Always Responsible	Very Safe	EXCELLENT ATTITUDE
All Settings	<ul style="list-style-type: none"> • Be kind and use good manners • Respect self, others, and property • Use self-control with body and words • Use appropriate voice level • Follow directions the first time 	<ul style="list-style-type: none"> • Make good choices • Accept consequences • Be honest • Keep area clean 	<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 material 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 • Use appropriate voice level 	<ul style="list-style-type: none"> • Go quickly and quietly to your destination • Keep lockers and hallways clean 	<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"> • Know student I.D. • 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 • Bring 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 	

Rippleside PBIS Minor-Major Behavior Grid

Minor/Level 1 Addressed by classroom teacher 4 minors become a major referral	Major/ Level 2 Immediate office referral
<ol style="list-style-type: none"> 1. Inappropriate Language <ul style="list-style-type: none"> • Swearing • Name calling • Verbal argument • Negative comments • Impolite language • Talking back • Dishonesty 2. Physical Contact <ul style="list-style-type: none"> • Pushing/Shoving • Bumping • Touching someone else 3. Defiance/Disrespect <ul style="list-style-type: none"> • Uncooperative behavior • Breaking class or school rules • Talking back • Refusal to work • Cheating • Out of assigned area 4. Disruptions <ul style="list-style-type: none"> • Making noise • Yelling out • Disruption during instruction • Constant talking • Crying • Throwing small objects 5. Property Misuse <ul style="list-style-type: none"> • Ripping books • Breaking pencils, crayons, or classroom toys • Pushing furniture • Writing on desk, books • Going into another person's desk and/or backpack 	<ol style="list-style-type: none"> 1. Inappropriate Language <ul style="list-style-type: none"> • Excessively vulgar language • Severe verbal threats against anyone • Harassment (racial, sexual, and religious) • Gang harassment • Threats/ intimidation 2. Physical Contact <ul style="list-style-type: none"> • Physical intimidation • Sexual misconduct (private parts) • Fighting/physical aggression 3. Defiance/Disrespect <ul style="list-style-type: none"> • Walking out of classroom • Leaving your class while in the hallway • Leaving school building and/or grounds without permission • Excessive arguing with refusal to redirect 4. Disruptions <ul style="list-style-type: none"> • Throwing objects with intent to cause harm 5. Property Misuse <ul style="list-style-type: none"> • Vandalism • Major graffiti • Setting fires • Use of combustibles (fire crackers, snaps, etc.) • Destruction of peer, teacher or school property • Stealing from peers/adults 6. Other <ul style="list-style-type: none"> • Possession of weapons • Alcohol/drug possession

The Ripple Effect: **Catch the WAVE for Parents**

We are Respectful	Always Responsible	Very Safe	EXCELLENT
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 the first time.	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 Bobbi Jo Bourassa 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:

8:00-8:15	Students enter building
8:05	Students dismissed to classrooms
8:00-8:22	Breakfast is served
8:25	Classes Begins - Pledge of Allegiance & Announcements
11:05-1:05	Lunch
3:02	Grades K-3 bus students dismissed
3:04	Grades 4-6 bus students dismissed
3:10	Walkers and Parental pickup

A.M. Drop-Off

For the safety of all students, parents are asked to travel down 2nd Street SW turn south on 2nd Avenue SW and stop along the sidewalk in front of Rippleside Elementary to drop-off children. Please pull ahead as far as possible. This street is marked by yellow. 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 Noon

Morning Arrival - Buses do not arrive at Rippleside before 8:00 a.m. There is no adult supervision with students before 8:00 a.m.; therefore parents who bring their children to school are asked to drop their children between 8:00 and 8:15 a.m. at the drop off zone on 2nd Avenue SW in front of Door #1. Children will be dismissed to the gym at 8:00 a.m. by a paraprofessional and supervised there until their dismissal at 8:05. to their classrooms. The Principal reserves the right to send students who arrive too early to the Kid's Club program. Parents will be billed for services.

Noon - Children are supervised on the playground following their lunch by paraprofessionals. 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.

Walkers are dismissed to the gym by the office and dismissed from there by the School Patrol after the buses have left the building.

To alleviate congestion and for the students' safety, parents picking up their children are encouraged to do so after the buses have left at 3:10 p.m. at the Main Entrance. In order to maintain the safest environment possible parents are required to wait in the lobby area by the office and not pick their child up at the classroom door.

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 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 Kid's Club as supervision is not provided after the completion of the school day. Likewise, parents are asked to make arrangements

to pick your child 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 2:00 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

Children will only be released to parents, guardians, and members of the immediate family. Children 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 child's records upon policies or regulations.

School Patrol

Any student, who does not leave Rippleside on a school bus or with an adult after school, must wait to be dismissed by the school patrol from the designated school patrol area. Students walking on patrol must have a permission slip from a parent or guardian. This is to be given to the school patrol advisor, and it must state where your child will be going. One note will suffice for the year if the student is going to be a regular walker. If a student uses the school patrol occasionally a note must be turned in each time.

Students, who use the school patrol, cross three intersections. The Aitkin City Police assist at the crossing of Highway 169. Each walker must listen and follow the directions of the school patrol members, who are volunteer students from the 5th and 6th grade. 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, helping 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, and provides pedestrian skills and 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—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 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/caregivers 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 and 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. Before crossing. Look left, right, and left again 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 and guardians who allow their students to walk 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.

⇒ **Bike to School Expectations**

Bicycling is among one of the best ways to promote student well-being, helping 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 skill and healthy habits that will last a lifetime.

The District supports bicycling as transportation for all bicyclists (including employees and parents/caregivers) 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—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 equip-

ment 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 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 last 100 feet prior to turn or change lane (unless arm needed to control 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 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 signal when necessary before overtaking. No riding on sidewalks with business districts unless permitted.
7. No hitching rides on other vehicles.
8. Only one person on a bike unless equipped for more, or legal baby seat is used.
9. Don't carry anything that prevents keeping one hand on the handlebars or proper operation of brakes.
10. Brakes must allow skidding on dry, level, clean pavement.
11. Handlebars must not be above shoulder level.
12. Bicycle size must allow safe operation.
13. On sidewalk, parking that does not impede normal & reasonable movement of pedestrian or other traffic is allowed unless is locally restricted.
14. Legal parking on a roadway, that does not obstruct legally parked motor vehicles, is allowable.
15. Safe bicycle events approved by local authorities, which do not seriously inconvenience other highway users, are not unlawful. Traffic laws can be waived.
16. 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, stay off the playground
3. Bicycles must be parked in the racks provided.
4. Students must bring and use bicycle locks.
5. Helmets must be stored in a locker, backpack or attached to bicycle
6. Students are not to interfere with any bikes, helmets or other equipment (steal, unlock quick releases, bounce helmets, etc.)

The District expects parents and 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 Routes to:

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

Lunch Break

During lunch students are required to sit and eat quietly at a table as determined by the lunchroom supervisor. Students are required to remain seated until excused by the lunchroom supervisor.

Lunch/Breakfast (Computerized)

Each Rippleside student will be issued a 4-digit student ID. Each time the student goes through the Breakfast/Lunch line for a meal or milk the child will punch in their 4 digit code and the cost will automatically be deducted from the student account. (That 4-digit code is

used for library checkout as well.)

Current Lunch Prices:

	<u>Breakfast</u>	<u>Lunch</u>
Reduced	Free	Free
Regular	\$1.40	\$2.30
Adult Guest	\$2.50	\$3.95
Child Guest	\$2.00	\$3.45

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

Aitkin Independent School District’s Wellness policy states that “the school district will encourage the use of foods or beverages that meet nutritional guidelines for academic performance or good behavior. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages.”

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, improves classroom behavior, improves test scores, improves health and attendance, builds 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.

Healthy snacks will be provided to Kindergartners and 1st grade two times a week. Three times a week students will bring a healthy snack from home with the emphasis being on portion control. Families are asked for \$5/month or \$40/year to offset the costs of snacks in kindergarten and 1st grade.

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 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 2 School

1. Rippleside Elementary supports the development of Farm2School 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 Farm2School 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 Farm2School 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 Farm2School 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 Farm2School Program:
 - A. A Farm2School Request for Proposal packet issued each spring for the following school year;
 - B. How the costs for the Farm2School Program will be funded;
 - C. How food obtained through the Farm2School 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 objective of the Farm2School Program, including the school food program and curriculum.

Managing Peanut Allergies in Aitkin Public Schools Guidelines

In Aitkin Public Schools, we are “peanut-aware,” not peanut free. We follow best practice rec-

ommendations 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 not contain nuts. For our students with peanut/nut allergies, there is a "peanut/nut" free table available at each lunch period. Their friends may join them at this table only if their lunches do not contain any food with peanuts/nuts. Our recess /cafeteria staff will closely monitor this table to make sure that it remains a peanut/nut free area.

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. Healthy food option (fruits and vegetables) and prepackaged foods that list the ingredients.

Guidelines

School Staff:

- ⇒ Ensure annual training to 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 policy/procedure 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 Health Care 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 increasing amount of allergies, it is necessary to make these arrangements. Pets may be viewed outside on school property, with owner present and supervising the activity.

Dress Code

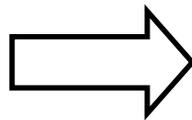
Good judgment should be used in choosing clothing and footwear to be worn to school. Students should avoid attention-seeking outfits, which depart from good taste and should wear clothes appropriate for school. Clothing which promotes alcohol or tobacco products or their use will not be accepted. Clothing with obscenities or sexual connotations will be forbidden. No open toe shoes are allowed outside or in the gym. (Other activities may also warrant removal.)

Students are prohibited from wearing any attire including bandannas, jewelry, chains, symbols or colors which signify or are likely to be interpreted as signifying membership in gangs, or offensive clubs to school at any school scheduled activities (i.e. dances, indoor/outdoor athletic events, field trips, etc.) If it is necessary for a teacher to remove a student from class because of clothing concerns, the student will normally be sent to get a change of clothing or asked to turn it inside out before being allowed back into class.

⇒ **Winter Playground Expectations (SNOW)**

Students in Grades K-4

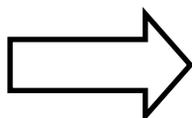
- Boots
- Snow Pants
- Coat
- Mittens
- Hat



Entire Playground Area

Students in Grades K-4

- Hat
- Mittens

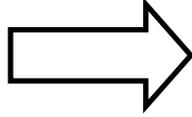


Blacktop Only

- Coat

Students in Grade 5-6

- Hat
- Mittens
- Coat



Entire Playground Area

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 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 a.m. - 3:05 p.m., unless it supports planned Rippleside programs.

Grading Practice

The following percentages will be used by the Rippleside staff to determine your child's grade.

- | | | |
|--------------|---------------|-------------|
| A=93% - 100% | B=83% - 92% | C=74% - 82% |
| D=65% - 73% | F=64% & below | |

Late Work

A late assignment is one not completed on the day it is due. The consequences for late work are: 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.

Gum Chewing

Gum chewing is not allowed at Rippleside Elementary School.

Consequences:

- 1st Offense: Warning to student.
- 2nd Offense: Lunch detention will be assigned.
- 3rd Offense: Student will be referred to Principal

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 communications 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, 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 child's classroom teacher within 2 days of returning to school. In the event the classroom teacher 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, in advance or within two(2) 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, absent 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 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 informing them of the provisions the Act has in regards to their child's continuing truancy.

- **Excessive excused absences:** At the discretion of the Principal, students with 10 or more excused absences will require 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 and considered for educational neglect
- ⇒ **Student Attendance at after school events:** Students who stay after school sponsored activity must be a participant or under the supervision of an adult. If a student doesn't have a note indicating parent permission, he/she must go home as usual. Exceptions to this policy must be cleared through the principal's office.
- ⇒ Tardiness

All students must have a written note from a parent if arriving to school late. Students will be marked as unexcused tardy if they do not have a note. Other examples of unexcused tardiness include over sleeping, 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 child coming to school. However, if plans change and you need to get a message to your child during the school day, please leave the message with the office personnel and they will get the message to your child before the end of the school day. Many classes are outside late in the day, so calling earlier in the day will insure that the message is delivered to your child. There is a telephone available to students after school hours in the main entrance.

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

Cell Phones and Other Devices

Students should leave cell phones and iPods off or in their locker. Cell phones are not to be used during the school day from 8:05 until students are dismissed by the teacher at the end of the school day. You may have permission from your classroom teacher or the principal if any emergency arrives. Students may also use devices if given permission by the classroom teacher for educational purposes.

Cell phones are not allowed in any of our school lavatories, locker room/shower facilities. Students in violation of district cell phone expectations will be required to surrender their cell phones.

- **1st offense** – The cell phone will be taken away and returned to the student at the end of the day.
- **2nd offense** - The cell phone will be taken away, parent/guardian will be contacted and asked to pick the phone up at school.
- **3rd offense** – The cell phone will be taken away and a meeting will be held with the parents or guardians to discuss appropriate consequences that can include district retaining cell phone until the end of school year.

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 back boards, 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

The use of the district’s network must be in support of education and research and consistent with the educational objectives of the Aitkin Public Schools.

The use of technology and the Internet is a privilege, not a right, and inappropriate or unauthorized use will result in disciplinary action, including the termination of those privileges.

Students are expected to use the Internet in an ethical and educational manner. Students caught downloading or using the Internet inappropriately will be subject to disciplinary consequences up to and including suspension and expulsion.

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—Hard copy is sent out at the end of the month & also posted on the Rippleside website. Isd1.org/Rippleside.org
- Report Cards shall be obtained through the parent portal. Sign up at the Rippleside office to gain access.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as “not proficient” for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p>Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p>ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than 1 percent of instructional time in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required each year parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is only applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Programs and Initiatives > Statewide Testing).

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 or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____



LABEL PROGRAMS AT RIPPLESIDE

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



BOX TOPS FOR EDUCATION

We collect the Box Tops labels off participating products. We receive 10 cents for every label (with some special promotion labels worth more) we turn in. They must have current expiration date on them to be turned in and counted. The school receives a check twice a year to spend on various student activities.

Propane receipt originals are collected, and the school will receive \$.02 for every gallon shown. Rippleside can receive up to \$2000 per year.



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, convenient boarding area. The board establishes a distance of ½ 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 them selves.

- B. Nuisance, distractive behavior, which includes:
 - 1. Profanity/abusive language.
 - 2. Distractive 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 in 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. Student 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 stu-

dent, 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 Distractive 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 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 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 are essential for children to gain these skills.*

Programming Options:

Early Childhood Family Education Classes

ECFE classes offer the building blocks for family and school success. A typical class includes: Parent Child Activity Time, Circle, Snack, Parent Discussion Time, and Teacher Directed Activity Time.

- Day/Evening Multiage 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 preschool.
- 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.
- ***Consecutive absences with no parental contact may result in a child's being unenrolled from his/her preschool section.***
- ***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 payment arrangements prior to child's first day of pre-school.

- Tuition may be paid in one lump sum or in monthly payments. Monthly payments should be received the first day of each month. Checks should be written to Aitkin Public Schools and can be received in the locked box at anytime.
- Tuition statements and receipts for payments will be placed face down in your child's mailbox once per month.
- 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 three or more months without communication with the Center secretary. Outstanding balances at the end of the fiscal year will be carried over to the next fiscal year. Continued attempts will be made to collect funds by the Center and may prohibit the families ability to register for upcoming sessions.

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.

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 and families may use the main entrance of Rippleside Elementary to enter the Center. Parents must sign in when using 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 is picking a child up, please document this change on the Sign In form. In the event of child custody cases, please provide the Children's Center and Rippleside office legal documents directing us who has authorization for pick up and drop off.

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) student's have the option for busing by Aitkin Public Schools. Busing is available for one-way for half day sessions and pick up and drop off for full day sessions provided a new bus stop is not created. No mid-day 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 30 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 or aide.

Field Trips:

- 4's Preschool Classes will have periodic field trips. Parents 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 upon verification of free and reduced lunch qualification.

Communication:

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

Fire/Weather/Lock Down Drills:

- Fire, lock down, 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 jacket, snow pants, boots, hat 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 special health concern or is receiving special education services.

Lending Libraries:

- The Center has parent and children's books for checkout. Two week checkout is suggested.

Book Fairs/Fundraisers:

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

Conferences:

- Conferences will be held two times per year, November and April. 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 Involvement

- Parents 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 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 Julie Miller, Center Coordinator, by email at jmiller@isd1.org
3. If the issue is not resolved to your satisfaction, it will be necessary to speak with Jesse Peterson, building principal, at 927-2115 ext. 2100 or at jpeterson@isd1.org

Rippleside Elementary School & Aitkin Children's Center

225 2nd Avenue S. W.

Aitkin, MN 56431

218.927.4838 218.927.4608 (fax)



Principal, Jesse Peterson
(left) Extension 2100,
jpeterson@isd1.org

Dean of Students, Chad Peterson (right) Extension
2143, cpederson@isd1.org



Community

Education

218.927.7736

*Left to Right: Mrs. Bobbi Jo
Bourassa and Mrs. Lara Parkin*

*Mrs. Lara Parkin, Community Ed Director,
Extension 2151, lparkin@isd1.org*

*Mrs. Bobbi Jo Bourassa, Kid's Club Coordinator and Community Ed Assistant,
Extension 2153*



Aitkin Children's Center

218.927. 7735

Left to Right: Mrs. Tammie,
Mrs. Maggie, Mrs. Aman-
da, Mrs. Miller, Mrs.
Stifter, Ms. Cassie, Mrs. V.
and Mrs. Shereck



Mrs. Julie Miller, Coordinator,
Special Education Teacher

Extension 2203 jmiller@isd1.org

Mrs. Sarah Shereck, Special Education Teacher

Extension 2205 sshereck@isd1.org

Mrs. Jessica Stifter, Jakes Preschool & ECFE

Extension 2202 jstifter@isd1.org

Mrs. Melissa VanPortfleit, Junior Jakes & Jakes Preschool Teacher

Extension 2206 mvanportfleit@isd1.org

Mrs. Cindy Weimer, Parent Educator

Extension 2202, cweimer@isd1.org

Mrs. Amanda Ashton, Secretary

Extension 2201 aashton@isd1.org

Mrs. Tammie Stephani, 4's/ECFE paraprofessional

Extension 2202 tstephani@isd1.org

Mrs. Maggie Moss, 3's & 4's /ECFE Paraprofessional

Extension 2202 mmoss@isd1.org

Ms. Cassie Ambuel, ECFE Para professional,

Extension 2202, cambuel@isd1.org

Kindergarten

Left to Right: Mrs. Ostrowski, Mrs. Michaletz,
and Mrs. Sundholm



Mrs. Becky Michaletz,

Extension 2117, bmichaletz@isd1.org

Mrs. Vicki Sundholm,

*Extension 2118, vsundholm
@isd1.org*

Mrs. Gina Ostrowski

Extension 2123, gostrowski@isd1.org



1st Grade

Left to Right: Mrs. Emery,
Mrs. Long, Mrs. Hess, and
Ms. Beck

Mrs. Sarah Emery

Extension 2112 semery@isd1.org

Ms. Kris Long

Extension 2109, klongisd1.org

Mrs. Cheryl Hess

Extension 2111 chess@isd1.org

Miss Ashley Beck

Extension 2110 abeck@isd1.org



2nd Grade

Left to Right: Mrs.Boyd, Mrs. Host, Mrs. Siegford, and Ms. Hanlon .



Mrs. Melanie Boyd,

Extension 2114, mboyd@isd1.org

Ms. Angie Hanlon

Extension 2115, ahanlon@isd1.org

Mrs. Kayla Host

Extension 2113, khost@isd1.org

Mrs. Chesna Siegford

Extension 2116, csiegford@isd1.org



3rd Grade

Left to Right: Mr. Daryl Smith, Mr. Rob Williams, Mrs. Tara Proctor and Mrs. Beth Lundgren (front).

Mrs. Beth Lundgren

Extension 2306, blundgren@isd1.org

Mr. Daryl Smith

Extension 2302, dsmith@isd1.org

Mr. Rob Williams

Extension 2304, rwilliams@isd1.org

Mrs. Tara Proctor

Extension 2119, tproctor@isd1.org



4thGrade

Left to Right:

Mrs. Dotzler, Mrs. Weimer,
Mrs. Nordick and Mrs.
Goudge (front).



Mrs. Katie Dotzler

*Extension 2139,
kdotzler@isd1.org*

Mrs. Justine Nordick

*Extension 2133, jnor-
dick@isd1.org*

Mrs. Shanen Weimer

Extension 2135 , sweimer@isd1.org

Mrs. Heather Goudge

Extension 2133, hgoudge@isd1.org



5thGrade

Left to Right: Mrs. Samuelson, Mr. Saue-
lson, Mrs. Fremling and Mrs. Asmus

Mrs. Laurel Fremling

Extension 2136, lfremling@isd1.org

Mr. Aaron Samuelson

Extension 2132, asamuelson@isd1.org

Mrs. Julie Asmus

Extension 2134 , jasmus@isd1.org

Mrs. Cara Samuelson

Extension 2138 , csamuelson@isd1.org

6th Grade

Back: Mr. Statz, Mr. Long

Front: Mrs. Courtemanche
and Mrs. Fontaine

Mrs. Heather Fontaine
Extension 2141,
hfontaine@isd1.org

Mrs. Gina Courtemanche,
Extension 2155, gcourtemanche@isd1.org

Mr. Jason Long Extension
2154, jlong@isd1.org

Mr. Michael Statz Extension
2140, mstatz@isd1.org



Title and General Para Professionals

Mrs. Kim Panchyshyn, Mrs. Leslie Peters, Mrs. Shari Grunenwald (Title 1 Coordinator and Federal Programs), Mrs. Andrea Klucas and Mrs. Tracie Becker.

Not Pictured: Mrs. Nancy Cox



Specialists

Back Row: Mr. Athman
and Mr. Vonasek

Middle Row: Ms. Johnson,
Ms. Sharkey, and
Mrs. Besch

Front Row: Mrs. Mickelson,
Mrs. Carlson, Mrs.
Voller and Mr. Ruffing



Art: Mr. Loren Vonasek, Extension 2303 lvonasek@isd1.org

Media Center, Mrs. Jenny Mickelson and Mr. Javier Cuervo, Extension 2301 jmickelson@isd1.org jcuervo@isd1.org

Mr. Javiar Cuervo (not picture), medica center, extension 2301
jcuervo@isd1.org

Music: Choir: Miss Jennifer Johnson, jjohnson@isd1.org

Band: Mr. Scott Ruffing, sruffing@isd1.org Extension 2144

PhyEd: Mrs. Ava Carlson, acarlson@isd1.org Extension 2157

Reading Specialist: Ms. Kelly Sharkey ksharkey@isd1.org Extension 2125

Reading Coach, Mrs. Renee Voller, rvoller@isd1.org Extension 2361

Science: Ms. Brenda Besch, Extension 2305 bbesch@isd1.org

Curriculum Director: Mr. Dan Athman, Extension 2361,
dathman@isd1.org

Ameri Corp: Mrs. Chantell Geraci (not pictured), Extension 2121
cgeraci@isd1.org



Special Ed

Back Row: Mrs. Williams, Mrs. Shimer and Ms. Sension

Front Row: Mrs. Hill, Mrs. Burke, Mrs Kobberdahl and Mrs. McGuire



Mrs. Sherri Burke (Speech)
sburke@isd1.org Extension
2129

Mrs. Jennifer McGuire, jmc-
guire@isd1.org, Extension 2161,

Mrs. Shawna Hill (Speech), shill@isd1.org, Extension 2384

Mrs. Jeri Kobberdahl, jkobberdahl@isd1.org, Extension 2164

Miss Stephanie Sension, ssension@isd1.org, Extension 2162

Mrs. Tracy Shimer, tshimer@isd1.org Extension 2127

Mrs. Brita Williams, bwilliams@isd1.org, Extension 2128



Special Ed Paraprofessionals (left to right)

Back Row: Mrs. Susan Brossard, Mrs. Julia Hendrickson, Mrs. Lisa Paulbeck, Mrs. Linda Hansen, Mrs. Laurie Hanson, Mrs. LuAnn Larson, and Mrs. Tabbatha Weistroffer

Middle Row: Mrs. Mary Vinji, Mrs. Candice Roberts, Mrs. Jennifer Sutch, Mrs. Karma Crain, Mrs. Donna Anderson and Mr. Josh Smith

Front Row: Mrs. Tina Wagner, Mrs. Katie Cline, Mrs. Tiffani Kullhem, Mrs. Deb Beneke and Mrs. Loretta Johnson.



Nurses - Counselor

Left to Right: Nurse Stacie, Nurse Tracy, Mrs. Jensen and Mrs. Sutch

Mrs. Julie Jensen, Counselor, extension 2102 jjensen@isd1.org

Nurses: Nurse Stacie Papenfuss, spapenfuss@isd1.org and Tracy Benz, tbenz@isd1.org Extension 2104
Para professional, Mrs. Jennifer Sutch



Kitchen

Extension 2152

Left to Right: Mrs. Kim Spicer, Miss Joy Gruhlke, Mrs. Susanne June, Mrs. Wanda Blakesley and Mrs. Cheryl Hannah.



Custodians

Extension 2148

Left to Right:

Kris Weston and

Steve Loscheider

Joni Eck (Not Pictured)



Office

Left to Right: Ms. Galbraith and Mrs. Jacobs

Lynne Jacobs, Mr. Peterson's secretary, ljacobs@isd1.org, extension 2100

Brittney Galbraith, School Secretary, bgalbraith@isd1.org extension 2500

