

Bayfield/La Pointe Elementary School



Student & Family Handbook 2024-25

300 North Fourth Street
Bayfield, WI 54814

Mike Peterson | 4K-5 Principal | 715-779-3201 ext. 317
Lucy Meierotto | K-5 Secretary | 715-779-3201 ext. 142

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School District of Bayfield SCHOOL BOARD MEMBERS

Nicole Boyd - President
Esme Martinson - Vice President
Dionne Johnston - Treasurer
Sarah Williams- Clerk
Ray DePerry - Member
James Defoe - Member
Elena Erickson- Member

You may contact Board Members at:

School District of Bayfield Office
300 North 4th Street Bayfield, WI 54814
715-779-3201 ext. 100

School District of Bayfield ADMINISTRATIVE STAFF

Beth Paap - District Administrator
Stephanie Lewis - Special Education/Pupil Services Director
Shellie Swanson - 6-12 Principal
Mike Peterson - 4K-5 Principal
Ron Borchers - Athletic Director
Joel Shilman - Buildings & Grounds Supervisor
Randi Johnson - Finance Manager
Karen Boutin - Food Service Manager
Chris Plansky - IT System Administrator
Jackie Noha - District Nurse

SCHOOL DISTRICT OF BAYFIELD SCHOOL CALENDAR 2024-2025

Aug. 26-29	K-12 Staff In-service Days
Aug. 30	Open House for Grades K-5, 6, 9, & new students
Sept. 2	No School – Labor Day
Sept. 3	First Day of School K-12
Sept. 13	K-5 Students No School - K-5 Staff Inservice (Act 20)
Sept. 27	K-5 Students No School - K-5 Staff Inservice (Act 20)
Oct. 4	K-12 Early Release @ 12:45 PM/Prof Prep
Oct. 7	K-12 No School - Inservice
Oct. 14	K-12 No School - Indigenous People's Day
Oct. 23	K-5 Family Night
Oct. 25	K-5 Students No School - K-5 Staff Inservice (Act 20)
Nov. 1	K-12 Early Release @ 12:45 PM – Staff Professional Prep End of 1 st Quarter (42 days)
Nov. 11	K-5 Students No School - Conferences at Bayfield and LaPointe/K-5 Staff Inservice (Act 20)
Nov. 13	K-5 Conferences at Legendary Waters Resort 4:30 PM - 7:30 PM
Nov. 27-29	K-12 No School – Fall Break
Dec. 6	K-5 Students No School - K-5 Staff Inservice (Act 20)
Dec. 23-Jan. 3	K-12 No School – Winter Break
Jan. 17	K-12 Early Release @ 12:45 PM – Staff Professional Prep End of 2 nd Quarter (42 days) and Semester 1
Jan. 20	K-12 No School – MLK Jr. Day
Feb. 7	K-5 Students No School - K-5 Staff Inservice
Feb. 21	K-12 Early Release @ 12:45 PM – K-12 Staff inservice
March 24- March 28	K-12 No School – Spring Break
April 4	K-12 Early Release @ 12:45 PM – Staff Professional Prep End of 3 rd Quarter (49 days)
April 18	K-12 No School – Good Friday
April 21	K-5 Students No School - K-5 Staff Inservice
May 9	K-12 Early Release @ 12:45 PM – K-12 Staff inservice
May 23	K-12 No School – Snow Makeup Day
May 26	K-12 No School - Memorial Day
June 6	K-5 Last Day of School
June 7	Graduation – Class of 2025
June 9-10	K-5 Conferences at Bayfield and LaPointe

Boozhoo Trollers!

Welcome to Bayfield and La Pointe Elementary! I am truly excited about the possibilities that we have with the start of the 2024-25 school year. We have a unique and diverse population including students and families from Red Cliff, Bayfield, Madeline Island, and the surrounding areas. We look forward to working with each of you to make our school community one that honors the individual needs of our students and celebrates their diverse backgrounds as well as a place we can all be proud to be a part of. We strive to make our elementary schools safe and nurturing environments where students are supported and challenged every day. Student success is our highest priority. The staff at Bayfield and La Pointe Elementary Schools are committed to the social, physical, cultural, and academic growth of our students.

I'm a firm believer that a high-quality education is a right afforded to all of our youth and is an important factor in providing pathways to successful adulthood. To achieve this, students need to be supported by our school staff, their families, and the greater community. I encourage parents/guardians and community members to be involved with what is happening in our schools. Strong relationships are crucial for the success of our kids. Your involvement is welcomed and is a motivating factor for our students. Relationships are strengthened by open communication, so please feel free to reach out to me and our staff if you would like more involvement, have ideas and/or questions. We look forward to strengthening our partnership with all stakeholders.

We have compiled this Student & Family Handbook to assist you in understanding the important policies and procedures established by the School District of Bayfield to ensure the safety of our students and staff, as well as the smooth and efficient operation of our schools. Please read this handbook carefully and refer back to it to help answer any questions you may have throughout the school year. Let's make this year one of the best!

Chi Miigwech!

Mike Peterson
4K-5 Principal

PHILOSOPHY

The staff of the School District of Bayfield's elementary schools believes that its major purpose is to provide experiences that will enable each student to develop intellectually, emotionally, and physically. In providing these experiences, the educational program should adapt to each student's abilities, needs, and interests. The Board of Education, local communities, administrators, teachers, families, and students work cooperatively to provide the best educational programs for our students.

Parents can see to it that their children are prepared for learning by:

1. Being sure that your child(ren) gets a good night's rest and nutritious meals including breakfast.
2. Regularly scheduled homework times and a quiet place to do it.
3. Being sure to keep communication open with your children's teachers.
4. Motivating your child with praise.
5. Limiting the amount of TV and computer games.
6. Talking with your child(ren) to know what is going on in school and how they feel about things.
7. Encouraging your children to read; read to your children; visiting the school, Red Cliff, Madeline Island, and Bayfield libraries.

Help your children to be ready for the school day by: checking if backpacks are ready to go; home work is done; children are dressed appropriately for the weather; forms are signed and returned; clothes are labeled; money needed for school is in a sealed envelope, with amount, purpose, and student's name and teacher's name on the front.

Students can be ready to learn by...

1. Attending school and classes regularly and participating in class activities.
2. Completing assignments on time.
3. Completing homework as assigned.
4. Asking questions; asking for help when you need it; talking to your teacher and parents/guardians.
5. Having your backpack ready to go the night before school.

Staff responsibilities to learners...

1. Work with children as individual learners to provide a positive experience.
2. Communicate regularly with parents/guardians on the progress of the child.
3. Maintain a positive, safe and respectful learning environment.

MISSION STATEMENT

The mission of the School District of Bayfield is to provide a respectful and nurturing environment for each student to grow.

VISION STATEMENT

Valuing the individual learner, the focus of the School District of Bayfield is centered on evidence-based student outcomes, cultural engagement and community connection.

BELIEF STATEMENTS

Respect: Every student deserves to be respected as a unique and complex individual. Every child is entitled to an education which is based upon individual needs and learning styles.

Cooperation: The potential of education is more fully realized when a partnership exists between parents, students, teachers, Board of Education, Administrators, as well as the communities of Red Cliff, Madeline Island and Bayfield.

Responsibility: Everyone needs to understand and appreciate their rights as a valued citizen. We have a responsibility to make our community, region, country, and our world, a better place.

Kindness: Everyone needs to feel safe and supported in their environment. There is an obligation to promote learning, personal growth and development for everyone.

Honesty: Students and staff are encouraged and challenged to reach their full potential. Relationships will be based on integrity. Thoughtful reflection of our words and deeds are encouraged.

EQUAL EDUCATIONAL OPPORTUNITIES

The School District of Bayfield is committed and dedicated to providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the student body.

DISTRICT NON-DISCRIMINATION POLICY

It is the policy of the School District of Bayfield, pursuant to Section 118.13, Wisconsin Statutes and PI 9, that no person, on the basis of gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or exclusion from any program or activity and in employment.

Vocational and academic programs follow the District's policies of nondiscrimination on the basis of age, gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap and equal access to designated youth groups as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (gender), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The District shall establish and maintain an atmosphere in which individuals can develop attitudes and skills for effective, cooperative living, including:

- a. Respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, gender, or age;
- b. Respect for cultural differences;
- c. Respect for economic, political, and social rights of others; and
- d. Respect for the right of others to seek and maintain identities.

The District shall continue to re-examine the curriculum to make sure that it emphasizes positive human relationships. The instructional materials must portray the history, contributions, and culture of ethnic groups of the area, state and nation.

In keeping with the requirements of the federal and state law, the School District of Bayfield strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered students, in assignment to classes, in discipline, in use of facilities; in educational offerings and materials.

A question or concern concerning Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender, should be directed to: Superintendent, School District of Bayfield, 300 North 4th Street, Bayfield, Wisconsin 54814, phone 715-779-3201.

Inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to: Director of Special Education, School District of Bayfield, 300 North 4th Street, Bayfield, Wisconsin 54814, phone 715-779-3201.

Legal Ref: Sec. 504 of the Rehabilitation Act of 1973
Title VI, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
14th Amendment, U.S. Constitution
Age Discrimination Act of 1967
Wisconsin Statutes, Sections 111.31, 118.20, 111.70, 118.13
Wisconsin Administrative Code PI 9.03

Adopted: 11-10-03
Revised: 03-13-2017

PBIS AT BAYFIELD ELEMENTARY SCHOOL

At Bayfield School, the main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors. Through PBIS we will work to create and maintain a positive, productive, and safe environment in which ALL school community members (administration, faculty/staff, parents and students) have clear expectations and understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

This school-wide system of supporting positive behavior focuses on a team-based system approach and teaching appropriate behavior to all students in the school. The goal of PBIS at Bayfield School is to accomplish the following:

1. **Behavioral Expectations are Defined.** Behavioral expectations are clearly defined in the positive, simple rules, in the Code of Conduct:
 - **Respect** – Treat people, places, and things the way you would like to be treated. “Give it, to get it.”
 - **Responsibility** – Follow through and take control of your success.
 - **Honesty** – Be truthful.
 - **Kindness** – Treat everyone with politeness.
 - **Cooperation** – Work together in a peaceful way.
2. **Behavior Expectations are Taught.** The behavioral expectations are taught to all students at the beginning of the school year and revisited throughout the year. Teaching staff is provided with behavioral lesson plans designed to help “teach” students the expected behaviors. The general rule is presented, the rationale for the rule is discussed, positive examples (“right way”) are described, modeled and rehearsed. Students are given the opportunity to practice the “right way” until they demonstrate fluent performance.
3. **Appropriate Behaviors are Acknowledged.** Once appropriate behaviors have been taught, they need to be acknowledged on a regular basis. Through PBIS we have designed a formal system, called “High Five,” for faculty/staff to consistently recognize and reward students who demonstrate expected behaviors.
4. **Behavioral Errors are Corrected Proactively and are Recorded.** Students, faculty/staff, and administrators will be able to predict what will occur when behavioral errors are identified. PBIS Student **Behavior forms** are used to document and record incidents managed by staff and office. The **Student Behavior Management Flowchart** is used to help faculty/staff distinguish major from minor behavioral incidents and when to document these behaviors (classroom or office-managed behavior)
5. **Decisions About Behavior Management is Data Based.** One of the most important features of PBIS is the use of a data management system to track discipline incidents. The data will be used by the PBIS Team to help determine the type of incidents that are occurring, where, when, and who is involved. The data will eliminate the guesswork from the decision-making process about what is and what is not working in the school’s behavior management system. Data reports can enable administration to devote resources and time to the precise students, places, and school day periods that need them.

ATTENDANCE

Compulsory School Attendance, s. 118.15(3)(c), Wis. Stats, and School Attendance Enforcement, s. 118.16, Wis. Stats.

Regular attendance is essential to a child's success in school. Time missed cannot be made up. The interactive learning of that day is lost. Parents/guardians are responsible for requiring their children to attend school in compliance with the Red Cliff Tribal Law and Wisconsin State Law. Doctor, dental, and other appointments should be scheduled after school or during vacations. Attendance is taken by 9:00 a.m. Dismissal is at 3:25 p.m. Students who arrive at school after 8:25 a.m. will be considered tardy. Students from ages 6 to 18 are required to attend school on a daily basis by Wisconsin and Red Cliff Tribal Law, and the District policy. The following attendance policy is in effect:

Parents/guardians are asked to notify the school by 9:00 a.m. on the morning of a child's absence from school by phone at 779-3201 ext. 142 (La Pointe families please call 747-3605) or email Imeierotto@bayfield.k12.wi.us. For all unexcused absences not accounted for by 10:30 the school secretary will send an email and/or phone notification to families. An absence will be considered unexcused if parents/guardians do not contact (phone, email, note) the office within two days.

Excused absences

WIS. State Statutes and the Board of Education have determined that the following reasons for an absence from school are considered to be excused:

1. Illness (5) days per semester. A doctor's note verifying illness is needed beyond 5 consecutive days. Failure to provide a medical note may result in truancy);
2. Medical appointment (Verification from clinic office is mandatory);
3. Social services appointment or counseling session;
4. Funerals;
5. Religious holidays or other legitimate observances;
6. Court appearances or other legal procedures which require the attendance of the student;
7. Attendance at special events of educational value, physical exams, extended trips as sanctioned by parents/guardians, and certain cultural activities with advanced approval from Principal or designee;

Students that are absent more than five (5) times in one semester will be asked to get doctor, social service, or court verification that documents the days of absence.

Parents may excuse their child's absence in writing before the absence. A child may not be excused for more than 10 days in a school year under these provisions. 118.15 (3)(a), Wis. Stats.

The board may excuse children who are temporarily not in proper physical or mental condition to attend school but can be expected to return to school upon termination or abatement of the illness or conditions. 118.15 (3) (a), Wis. Stats. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid not to exceed 30 days.

Truancy

A student will be considered truant if the student is not in the school building or assigned area or without the knowledge of a parent or guardian for part or all of a school day. When a student is truant, procedures will be followed according to (s.118.16 WIS.. Stats) and the Red Cliff Truancy Code 33.3.3.

A student is considered truant if they are absent without an acceptable excuse for all or part of one or more days during which school is held. A student qualifies to be habitually truant when they are absent without an acceptable excuse all or part of five or more days in a school semester. S, 118.16 (1)(a) and (c), Wis. Stats.

GENERAL TOPICS

Address changes

Please notify the school immediately if there is a change in your address, phone number, or person to contact in case of emergency. This information is **very important** in case your child becomes ill or is injured.

After-School Activities PBIS Guidelines

1. Show **Respect** during after-school activities by using quiet voices and by following Bayfield School PBIS guidelines.
2. Show **Responsibility** during after-school activities by being in assigned areas. We follow posted procedures for after-school activities. We clean up after ourselves.
3. Show **Honesty** during after school activities by being truthful with others. We only go where we are allowed.
4. Show **Kindness** during after-school activities by being a good friend, and by being kind to others.
5. Show **Cooperation** during after-school activities by following directions from after-school staff.

Arriving / Releasing students from school

Students who walk or provide their own transportation are asked not to arrive before 7:45 a.m. To avoid accidents, please do not use the parking area behind the school for dropping off and picking up.

Leaving during the Day

Although we encourage families to make appointments after school hours, we know that occasionally this is not possible. When students need to leave the building, they should bring a written note from a parent/guardian to their teacher at the *start of the school day*. When it is time for the child to leave the building, **parents are expected to meet the student in the main office and sign the child out**. If a student returns to school later in the day, parents are asked to walk the student to the office and sign their child back in.

Assignments Missed Due to Excused Absences

Students will be given one day per excused absence to make up missed school work at full credit and full grade.

Assignments Missed Due to Unexcused Absences

The teacher has two options for students making up work: 1) students may be required to make up the work, including tests, for reduced or full grade; and 2) work missed by the student including tests, will be made up at a time and place determined by the teacher.

Bringing Personal Items to School

The only time students should bring personal items to school is when a teacher instructs them to do so. Any items that are brought to school (such as kick balls) need to fit into a bag with handles so they can be easily carried. Electronic devices are only allowed for educational purposes with permission of the classroom teacher. **Toys, games or items that are distracting are not allowed in school.** These toys,

games, or items will be held by staff until the end of the school day or until arrangements are made to get these items home.

Use of a cellular phone is subject to the provisions of the Bayfield School District Acceptable Use Policy:

1. Students who bring cellular telephones to school are responsible for keeping their telephones turned off and in their locker/cubby/backpack during the school day.
2. Students shall not turn on or use cellular telephones while being transported in authorized district vehicles to and from school-sponsored activities or field trips, unless they receive permission from the supervising teacher, bus driver or there is an emergency situation that jeopardizes the safety of students, staff chaperones or the bus driver.
3. Any parent/guardian who wants his/her child to use a cellular telephone at an unauthorized time may submit a request to the student's principal or his/her designee, explaining the reasons for the unauthorized use. The Principal's or designee's decision shall be final.

Birthdays/Special Days

With the teacher's permission, students are allowed to celebrate birthdays and bring treats. Please aim for nutritional treats and try to avoid sugary snacks. PLEASE DO NOT HAND OUT BIRTHDAY INVITATIONS AT SCHOOL FOR PARTIES UNLESS THE WHOLE CLASS IS INVITED. If all students aren't invited, a student's feelings may get hurt. Other special days are scheduled during the year; teachers will notify you in advance when one is scheduled.

Bullying & Prevention Campaign

When bullying is reported, the teacher, school counselor or principal will follow-up on the report. This is a pro-active program to prevent bullying from happening again. Oftentimes a student doesn't realize that his/her behavior was bullying. Repeated bullying is harassment and will result in disciplinary action.

Bullying, Harassment and Hazing

The School District of Bayfield shall maintain and ensure a learning and working environment free of harassment and/or intimidation between students. Harassment and hazing are not acceptable behaviors and will not be tolerated. These behaviors are punishable by law under Wisconsin's pupil harassment statutes. (s.118.13, 118.20, 118.36, Wis. Stats.)

Harassment is repeated and unwelcome physical, verbal, or psychological behavior directed toward another. Hazing is the practice of a student or a group of students subjecting other students to abusive language, tasks, tricks, punching, etc. Both substantially interfere with another student's school performance or creates an intimidating, hostile, or offensive school environment. It will not be tolerated as per Board Policy 5517, Student Anti-Harassment(adopted July 22, 2020, and Board Policy 5516, Student Hazing, (adopted February 10, 2020).

If you believe that you are being or you have witnessed another person being subjected to harassment, hazing or intimidation, please report this behavior to a staff member.

There will be an investigation if harassment, intimidation, and/or hazing have occurred, the following measures will be taken:

1. The student will be warned by the Teacher that the reported behavior is unacceptable and considered to be harassment, hazing, and/or intimidation. Appropriate discipline will be administered and parents/guardians will be notified.
2. If the behavior continues, the student will be reported to the Principal. Appropriate discipline will be administered, mandatory counseling will be assigned, and parents/guardians will be notified.

The School District of Bayfield defines harassment, intimidation and bullying as any gesture or written or verbal or physical act that is reasonably perceived as being motivated either by actual or perceived

characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or mental, physical or sensory handicap that takes place on school property, at school-sponsored functions or in a school vehicle.

Cafeteria PBIS Guidelines

1. Show **Respect** in the cafeteria by saying “please” and “thank you.” We use appropriate language and talk at an appropriate volume. We return trays and other items without damaging them.
2. Show **Responsibility** in the cafeteria by using good table manners. We stay seated while eating and we clean up after ourselves.
3. Show **Honesty** in the cafeteria by eating only our own food. We do not take food or other objects that don’t belong to us. We are honest with cafeteria staff.
4. Show **Kindness** in the cafeteria by complimenting the cafeteria staff. We also help others who need assistance.
5. Show **Cooperation** in the cafeteria by following the posted procedures. We wait our turn in line and allow personal space to others. We are attentive and follow directions when they are given.

Cafeteria Guidelines

1. In order not to disturb other classes, noise should be kept to a minimum.
2. Students are not to take food out of the lunchroom.
3. Outdoor apparel, i.e. coats and hats, are not to be worn in the lunchroom.
4. Pop is not allowed in the lunchroom. If a student brings lunch to school parents are encouraged to send juice or purchase milk.

Closed Campus

Students in K-5 have **closed campus**. Students are to remain in the school building unless permission has been granted by the Principal and supervised by staff. Students leaving during the school day are required to have a **written permission slip** from parents/guardians and obtain a permit to leave the building from the Principal’s office

Communications

It is the intention of the District to keep the students and parents/guardians informed of things happening at school. Information coming home may be from individual classroom teachers or from the office. The school will also announce calendar events in the school newsletter. Parents/guardians are welcome to call or visit school when they have questions or concerns. The school secretary’s phone number is 715-779-3201 ext. 142. La Pointe’s phone number is 715-747-3605.

Contacting Your Student’s Teacher

Teachers welcome communication with parents/guardians regarding their children. Each teacher has a telephone in the classroom for convenience and welcome phone calls before or after school. You can also leave a message on the teacher’s voice mail or with the K-5 secretary and/or you may email the teacher. Teacher’s emails can be found on our website at <http://www.bayfield.k12.wi.us> under Menu ⇒ District ⇒ Staff Directory. Please keep in touch with your student’s teacher!

Parent Teacher Conference

Formal conference times are scheduled in the fall. Parents/guardians will be notified prior to conferences and are encouraged to attend; student(s) report cards are available at that time. Parents/guardians are also invited to contact teachers on an individual basis by making an appointment at a mutually convenient time.

Parent Teacher Conference Dates

November 13, 2024 from 4:30-7:30 p.m. at Legendary Waters. November 11, 2024 from 9:00-12:30 at Bayfield School. June 9-10, 2025 at Bayfield, times TBD.

Report Cards

At the end of each quarter, teachers will prepare report cards to be shared with students and parents/guardians. Please review the report card thoroughly and contact your student’s teacher if you have any questions.

Dress and Personal Appearance

It is expected that parents/guardians and students use discretion regarding student attire. Clothing must not be disruptive to the educational process.

1. Attire with printing or pictures promoting nudity, sex, profanity, drugs/alcohol, violence, antisocial organizations and tobacco products are not allowed.
2. Caps, hats, visors, and miscellaneous headwear may be worn during school hours. Hats should still be removed for the National Anthem, dedications, honor songs, and other ceremonial practices.
3. Underwear is unacceptable when worn as outer apparel.
4. Footwear, such as shoes, sandals, or boots are required.*
5. Sunglasses are not allowed.*
6. Heavy winter jackets are not allowed to be worn in the classroom during the school day.*

*Exceptions for unusual circumstances (i.e. medical). The principal may consult with the pupil service team to grant exception to this rule.

Seasonal Dress

Clothing can often affect the way a child feels and can affect school performance. In the interest of the health and safety of children, the District relies on the good judgment of parents/guardians to outfit children in a manner appropriate for school. Please adhere to the following guidelines:

1. Students should wear attire appropriate for school activities;
2. Students must have hats, mittens, boots, snow pants and a warm coat to go outside for recess and physical education during winter;
3. Shoes and boots should be standard footwear during winter months.
4. Insulated boots for indoor wear are strongly discouraged;
5. Please send dry shoes to school so your student can change into these upon arrival and after outdoor recess.

Early Dismissal

Be sure to include emergency information on the enrollment cards in the event of an early dismissal due to snow storms or other emergency conditions which may result in an early school closing. This information will be used if parents are not able to be contacted.

School Closing

Emergency school delays, dismissals, or cancelations are usually the result of inclement weather. A school day could also be altered because of utility failures, mechanical failures or threats. School day alterations, due to weather conditions or emergencies, will be announced on the following radio and television stations:

WBSZ	93.3 FM	Ashland	WDIO	CH. 10 TV	Duluth
WJJH	96.7 FM	Ashland	KBJR	CH. 6 TV	Duluth
			KDLH	CH. 3 TV	Duluth

If school is delayed, has early dismissal or is canceled, that change pertains to the School District of Bayfield, La Pointe Elementary School, Bayfield Head Start and Red Cliff Head Start.

If school closes early due to inclement weather, school-wide extracurricular and intra curricular events and practices will be canceled.

Due to the potential danger of young children not being able to enter a home or safe shelter earlier than the student's scheduled arrival time, the District does not initiate an early dismissal unless there is a serious danger or situation at school. Another reason school could be dismissed early is if the District Administrator, in consultation with Viking Motors, anticipates that the buses will be unable to get children home safely at the usual dismissal time.

Emergency Defibrillator

An important part of the emergency response plan includes the use of defibrillation via semi automatic external defibrillators, commonly known as automated external defibrillators (AEDs). AEDs are located across from the office and outside the gym.

Fire and Tornado Drills

Fire drills will be conducted on a regular basis to prepare students and staff for quick evacuation of the building. Instructions are posted in classrooms. Teachers go over these rules with students. Anyone turning in a false alarm will be referred to the civil authorities and prosecuted under Wisconsin law in addition to being suspended or expelled from school. Tornado drills will be conducted according to state and county guidelines.

Field Trips

Field trips are planned to enrich the school curriculum. At the end of this handbook is a Universal Permission Slip. Throughout the school year students will be going on various field trips, some within walking distance and some with school provided transportation. You will still be informed of each field trip and always have the ability to opt your child out of any trip. The purpose of this universal form is so you do not have to sign a new slip for each trip. A copy of this slip will go in your student's file and your student's teachers will have a copy when taking a field trip. Please sign and return the 2024-25 Field Trip Permission Slip to the elementary office by Friday, September 27, 2024 if you are willing to allow your child to take school sponsored field trips during the 2024-25 school year. Again, you will always be informed about any field trip and have the option to opt your child out of any trip. If you choose not to have your child attend a field trip, you must notify the school office in advance and make arrangements for your child to be supervised that day. If you have any questions please contact Mike Peterson at mikepeterson@bayfield.k12.wi.us or 715-779-3201, ext. 317. Examples of "Day Trips" are Big Top Chautauqua, school ravine, walking trails, Coast Guard Park, local orchards, etc.

Field Trip Procedures

- Students are to ride to and from a field trip location in school district provided vehicles. The only exception to this policy could be a parent/guardian transporting their own child with a written request provided to the principal.
- Only parents serving as chaperones may ride on school provided vehicles in addition to staff members and the students involved with the trip.
- Parent chaperones may not bring other children on school sponsored trips. Chaperones are expected to assist with supervision of the students on the trip and caring for other children can interfere with that responsibility.
- Parent chaperones may drive their own vehicles on school trips if sufficient supervision is provided on school vehicles, however, they may only transport other parent chaperones or their own child involved in the group activity.

- Only students, staff and designated chaperones are part of the official field trip/co-curricular group. Others attending the same event on their own initiative are not part of the official group.

Hallway PBIS Guidelines

1. Show **Respect** in the hallways by honoring others' space. We keep our hands and feet to ourselves. We keep the hallway graffiti-free and leave bulletin boards and posters alone.
2. Show **Responsibility** in the hallways by having a clipboard or pass and permission to go somewhere. We always stay within our assigned areas.
3. Show **Honesty** in the hallways by being truthful. We make sure we are where we say we are going to be.
4. Show **Kindness** in the hallways by keeping our hallways clean. We are helpful to guests, and if someone needs directions, we assist them.
5. Show **Cooperation** in the hallways by walking. We are on time for class and allow others to move through the hallway.

Health & Wellness

A. Medication

Medication will be given at school only when the student's health requires it during school hours. Medication will be kept in the nurse's office, and administered by the nurse or designee. The nurse or designee shall keep an accurate record of the prescription, the storage, and administration instructions, and will periodically review the written instruction with the parents/guardians and/or physician.

Wisconsin State Law and school board policy dictate the procedures for dispensing medication.

For prescription medication -

- a) A Physician & Parent/Guardian Authorization Form must be on file with the District (see appendix).
- b) Send the medication in its original container from the pharmacy.

For non-prescription medication -

- a) An Over the Counter Medication Administration in School Form must be on file with the District (see appendix).
- b) Send medication in the original container labeled with the child's name, dosage, time to be given, and the name of the doctor to be consulted if problems arise.

Copies of these forms are at the end of this handbook. Please sign and return these documents as soon as possible. If more forms are needed, contact the school office. For the safety of your child, **NO** medication will be given without following these procedures. Medications will be dispensed as per these procedures.

B. Illness / Injury

Students who become ill at school are assessed by the school nurse or designee. If a student has a fever, is vomiting, has diarrhea, has an undiagnosed rash, or is too sick to be in school, a parent/guardian will be contacted to take the student home. Please provide the school with adequate information by way of emergency card to help in these situations. Be sure to fill out the **NEW** form titled *Annual Health and Emergency Information*.

When a student is injured while participating in a school activity they should notify the instructor/supervisor immediately. First aid and emergency care will be given. The school nurse and principal will consult and decide if the accident is serious enough to call parents. Should

the accident be serious enough, parents/guardians will be notified as to the nature of the injury. Parents/guardians, school nurse and the principal will determine if an ambulance should be called. If a parent/guardian cannot be contacted, attempts will be made to contact the student's emergency contacts. If the school cannot reach the emergency contacts, the student will be taken for medical treatment or an ambulance will be called, if deemed necessary.

C. Immunizations

Students admitted to the School District of Bayfield are required to have the immunizations required by state law. Except as otherwise provided, immunizations shall be required for measles, rubella, mumps, diphtheria, pertussis (whooping cough), tetanus, and polio. A varicella vaccine is required for preK-12 students if they have not already had chicken pox. These requirements can be waived only if a properly signed medical or conscientious exemption is filed with the school. A tdap booster is required after age 11.

D. Insurance

The District does not provide district-wide insurance coverage for students.

E. Emergency Contact

It may be necessary for the school to contact you, the parent or legal guardian, throughout the year. It is very important to have an updated **Emergency Contact** with a working phone number and an additional emergency contact person in case you are unavailable. Promptly submit changes to the school secretary.

Internet Access Policy and Procedures

Students are granted access to the Internet automatically. If a parent does not want their child to access the Internet they can opt out from Internet access on the form located at the end of this handbook entitled: Student Opt-out Form for Network resources. This form is also for requesting that a picture of your child not be displayed on the District Web Site. The Acceptable Use Agreement use of the Internet and District Technology Resources is located at the end of this handbook in the page titled: School District of Bayfield Student Acceptable Use Agreement For Network resources. Internet access is a privilege and abuse will result in disciplinary action.

Lockers/Cubbies

Lockers/cubbies are provided by the school for students' convenience. The lockers/cubbies are used solely for storage of outerwear and school related materials. The locker/cubby is NOT student property and is assigned with the understanding that school officials have the right to open and inspect the locker or cubby at any time. Students are responsible for paying to repair any damage done to their locker. Locker/cubby inspection will be held on a regular basis. Students are expected to keep lockers/cubbies clean.

Locker/Cubby Area PBIS Guidelines

1. Show **Respect** in the cubby area by leaving others' property alone. We keep our hands, feet, and objects to ourselves. We allow personal space for others.
2. Show **Responsibility** in the cubby area by keeping the cubbies graffiti-free. We do not write or draw on any surfaces.
3. Show **Honesty** in the cubby area by handling our own property. We do not take others' property.
4. Show **Kindness** in the cubby area by using them carefully. We do not pound, kick, or hang on our cubbies.
5. Show **Cooperation** in the cubby area by keeping the area clean. We throw away our own trash, and place it in a garbage can. We also take unused clothing, backpacks, boots, shoes, and other items home in a timely fashion so our cubby remains neat and clean.

Lunch Schedules

All students have a 30 minute break to eat lunch. If students have recess directly after lunch, they are encouraged to eat at a slow pace, spending at least 10-15 minutes eating.

Meals – Breakfast & Lunch

The School District of Bayfield is again participating in a new National School Lunch and School Breakfast Program called the Community Eligibility Provision (CEP) for the 2024-25 School Year. Bayfield School District enrolled students are now eligible to receive one daily breakfast and lunch at no charge. Prices are subject to change for adult meals and milk.

School Meals and Milk Prices	per day	per week
Breakfast K-5	Free	Free
Lunch regular price	Free	Free
Adult Guest Breakfast	\$4.50	
Extra milk/milk break	\$0.45	\$2.25
Adult Lunch price	\$8.88	\$44.40

If you need assistance, please call Randi Johnson at 779-3201 ext. 111. There is a cost associated with students choosing to have an extra milk at \$.45 (prices are subject to change). The School District of Bayfield Food Service Collection Policy states that parents/guardians must keep a positive or 0.00 balance on all accounts.

Parent Visits for Lunch

Parents are invited to join their child for lunch at school. Please check in at the office on the day you plan to join your child for lunch. The cost of an adult lunch is \$8.88 (price is subject to change). Parents may purchase lunch in advance or pay in the lunch line.

Parents/Guardians Visiting School

Parents/legal guardians are encouraged to visit their children in the classrooms. Advanced arrangements should be made with the teacher. When you come to school, please sign in and secure a visitor’s pass from the office.

Parental Permission

Students are recognized publicly for the wonderful things they do. In reporting these events, your permission is needed to be able to release the following information: Student’s name, parent’s/guardian’s name, date of attendance at Bayfield or La Pointe Elementary School, previous school, activities or organizations and photo of students. *No other information will be released without your written permission.* Release would only be to non-commercial organizations and only information pertinent to the recognition. Any parent not wanting such information released must make such a request in writing to the principal by the first Friday in September. This permission is valid for the current school year only.

In accordance to s. 118.125(2) (j)1 Wis. Stats. Directory data may be disclosed to any person if the school has notified the parent/guardian that directory information has been requested. Parents/guardians have 14 days to inform the school that all or any part of the directory data may not be released without prior consent of the parent/guardian. If the school does not receive comments from parents/guardians concerning directory data, the school will assume passive consent has been granted.

Physical Education

Each child who is physically able is required to take physical education training. In case a student is ill or is physically disabled, a doctor's statement to that effect is required to excuse the child from physical activities. This student is still required to participate in the non-physical segment of the course. Physical education rules will be presented at the first class. Individually designed physical education classes may be provided for students that have handicapping conditions. Please ensure that your child has tennis shoes for physical education classes.

Problems, Concerns, Questions

If you have a question you need clarification on, or problems that concern you, the best way to start finding out what to do is to talk to the staff person closest to the situation. If the issue deals with grades, transportation, another student, coach, teacher, bus driver, or any other situation, it's best to talk with the person(s) directly involved.

If there is still an unresolved issue or question, the next step would be to talk with the supervisor that is responsible for that type of situation. The Principal deals with student attendance, transportation, discipline, and activities; the Director of Special Education administers special education programming. If at any time you are not satisfied with the resolution of a problem, or need information, you may contact the 4K-5 Principal at 779-3201 ext. 317.

If there still isn't an appropriate resolution to the situation dealing with policy issues, the District Administrator can be consulted. The School Board is the final authority in dealing with appeals for policy issues. A formal appeal process is available from the District Office. It's a good idea to use and keep copies of your concerns to document and clarify issues.

Prohibited Items or Articles

A weapon may be any object which when used or intended to be used to inflict serious bodily harm or property damage as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (included, but not limited to firearms defined in 18 U.S.C. 921 a 3), guns of any type, including air and gas-powered guns (whether loaded or unloaded) or any facsimile of a gun, knives, razors, metallic knuckles, martial arts weapons, and ammunition. The school administrator will refer a student who violates this policy to the parents or guardians and to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Recess & Physical Education (Outside)

Students are expected to participate in recess. Fresh air and exercise are key elements in facilitating the educational process. During inclement weather or if the temperature / wind-chill falls below 0° Fahrenheit, the students will have recess and physical education indoors. If your child is too sick to go outdoors during recess they are probably too sick to be at school. Please provide a doctor's note in the event that your child cannot participate in outdoor recess. Please provide appropriate clothing and outerwear for the season (See Seasonal Dress for more details.)

Request for Religious Accommodation

No student shall be denied admission to any school in the District, be denied participation in, be denied benefits of, or be discriminated against on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations must be submitted in writing by a student's parent or guardian and approved by the building principal. The School District of Bayfield supports the practice of smudging in the school district. Smudging involving burning materials is not authorized inside school buildings due to health and safety matters. Smudging involving burning is authorized in a

designated building adjacent to the Technology Education facility. Once the request is approved, the parent/guardian or their authorized representative will be granted access to the designated building. Religious accommodation forms are available in the office and in the forms section of this handbook.

School Schedule

Bayfield

8:00 a.m-8:25 a.m. Breakfast

8:25 a.m. School Begins

3:25 p.m. School ends

LaPointe

7:30 a.m-7:50 a.m Breakfast

8:00 a.m. School Begins

3:00 p.m. School Ends

Sporting Event Conduct

1. Students should not arrive more than 1/2 hour prior to the event—doors will open at that time.
2. Students should be in the gym and in their seats while the game is in progress. Spectators should not be in the hallways.
3. Students are not to sit on the stage unless there is an extremely large crowd or unless you are in the pep band. Stage curtains will be closed during games.
4. **Do not** cross the floor in front of the stage while the teams are warming up or while the game is being played.
5. Spectators are asked to stay off the gym floor.
6. Sportsmanship is essential at games. Bayfield students have displayed a quality of fine sportsmanship over the years. Let's continue to be a leader in the Indianhead Conference.
 - a) please refrain from booing the officials.
 - b) do not whistle or make other noises while the opposing player is in control of the ball (even as a response).
7. Stay in your seat until the game ends -- for home and away games.
8. Please do not kick the bleachers.

Student Placement

The primary responsibility for the placement of students in classrooms is that of the teaching staff and principal. Information regarding the child's social, emotional, and academic development can be extremely useful in placing the child and should be directed to the principal. Information from professional school staff and parents/guardians will assist in the most appropriate placement. Factors considered by the principal in educational placement include multiple-ability groupings, gender equity, learning styles, programming for children with special needs, allowing for social-emotional needs, and balanced class size. **Parent/guardian input regarding the placement of their child will be given consideration and must be received by the principal in writing by May 1st.**

Student Records

Student records are available through the Principal's office. These records include scholastic achievement, test records, attendance, and other necessary information. Students, parents/guardians, and school personnel may request to see records for appropriate reasons. In addition, a judge has the power to see records of students who may fall under the court's jurisdiction of the law. According to the Privacy Act of 1974 no other person may see these records without the **express written permission** of the parent/guardian, or until the student becomes 18. Requests for transfer of records must be in writing from a form obtained from the Principal.

Textbooks & Library Books

Please remind students that library books and textbooks are valuable and are school property. Books are to be checked out of the library and returned each week to allow for circulation. Payments will be required for damaged or lost library books. Classroom textbooks are issued to students for different subject areas. Students are responsible for properly caring for them and returning them.

Because classroom textbooks are expensive, students are expected to cover textbooks. Charges for damaged or lost books must be paid before a new book is issued and before the end of the year.

Visitors

All visitors are asked to use Door #2 in front of the school building to check in. All visitors will receive a *VISITOR'S PASS*. When exiting the building, please submit the pass to the office upon check out. For security reasons, and in case of an emergency, it is important for the District to know who is in school and the purpose of the visit.

The District does not encourage student visitors. No pass will be issued to a student whose school is in session. Permission from the Principal must be acquired at least one day in advance of a proposed visit. Teachers have the right to refuse to allow visiting students in their classrooms.

Visitor / Volunteer Parking

If there is not a spot in the front school lot, parking is available on 3rd Street or at the parking lot by the ballfield. Do not park behind the school. Do NOT park in Bus Zones during school hours.

BUS TRANSPORTATION

It is important to read and discuss the Bus Transportation guidelines that follow. Please review the time and place for pick up and drop off. Students should be at the bus stop five (5) minutes before the scheduled pickup times. Until the schedules are finalized there may be slight variations. Your patience is requested. Students are expected to behave in a reasonable manner while on the bus or at bus stops. Students who choose not to behave may lose the privilege of riding the bus. Parents/guardians will be notified in advance of such exclusion. Regulations will be strictly enforced.

Students that ride the bus are expected to ride the bus in the morning and afternoon. If other arrangements are to be made, the child's teacher must have a written request signed by the parent. **Without a note, the staff will assume your child goes directly home after school.** Only regular bus children may ride the bus. Permission cannot be granted to friends who are not regular riders to take the bus. Changing bus assignments is not encouraged and allowed only in the case of an emergency. Requests for changing bus assignments should be in writing a day in advance.

Emergency communications with the District's buses en-route are possible by two-way radio from the school offices. **Bus Garage: 715-779-3222, Mike Gustafson Cell: 715-209-1840, Dan Maki Cell: 715-209-0512**

While riding the bus:

- Remain in your seat.
- Keep hands, head, feet and personal belongings to yourself and in the bus at all times.
- Bus riders are not permitted to stand or walk about a moving bus.
- Treat bus equipment with respect. Damaged property must be paid for by the student and/or parents of the student who caused the damage.
- Keep the bus safe and clean.
- Please do not talk or laugh loud enough to distract the driver.
- Keep book bags and belongings in the seat- not the aisle.
- Bus drivers assign seats to some or all riders.
- Any actions that jeopardize the health, safety or comfort of other riders or the driver will not be tolerated.
- Video cameras may be used in buses to help monitor student activity.
- Large, oversized items which do not fit on a lap or under the seat are not allowed.
- No sprays or scented items (i.e. hairspray, perfume, fingernail polish, etc) are allowed.

While leaving the bus:

- Do not push or shove.
- If you must cross the road, wait for the driver to signal that it is safe to cross; walk quickly, do not run across the road in front of the bus.
- Move away from the bus quickly

Bus PBIS Guidelines

1. Show **Respect** on the bus by listening to the driver and following directions. We report unsafe activity to the bus driver.
2. Show **Responsibility** on the bus by resolving conflicts in mature appropriate ways. We clean up after ourselves and leave the bus in good condition. We keep the bus graffiti-free and don't write or draw on any surfaces.
3. Show **Honesty** on the bus by telling the truth. We go directly to our assigned bus and find our seat immediately.
4. Show **Kindness** on the bus by keeping our hands, feet, and objects to ourselves. We allow personal space for others to move through the aisle.
5. Show **Cooperation** on the bus by being on time. We stay in your seat at all times. We follow the bus rules and directions from the bus driver.

Guidelines

Bus drivers are responsible for providing verbal warning to students that are not complying with the guidelines. Students that do not comply with the rules and/or receive repeated warnings will be issued a Bus Conduct Report by the bus driver. Depending on the severity of the incident and/or students behavior, the starting step of disciplinary action may be accelerated.

- 1st Bus Conduct Report –
The student is assigned a seat by the bus driver for two weeks.
Student meets with the Principal and behavior is discussed.
Notice sent home.
- 2nd Bus Conduct Report –
Parents/guardians contacted and bus privileges suspended for one to five (1-5) days
- 3rd Bus Conduct Report –
Parents/guardians contacted and bus privileges suspended for five to ten (5-10) days.
Parent meeting to determine corrective actions.
- 4th Bus Conduct Report –
Parents/guardians contacted and bus privileges suspended indefinitely.
Parent/guardian meeting scheduled to determine corrective actions.

STUDENT BEHAVIOR EXPECTATIONS

Behavioral expectations for students are essential to accomplish the goal of quality education for students. Two areas of concern are behaviors that: (1) disrupt the learning environment so others cannot learn, or (2) acts that endanger the safety or well being of students in the classroom and to or from school.

It is the responsibility of school personnel to develop and maintain a learning environment which reflects good decision making, respectful attitudes, and high levels of achievement. It requires the parents/guardians, teachers, and students to work together to achieve these goals. **Please review these behavioral expectations with your children;** support and praise your child when they demonstrate these attributes.

If a student or group of students' behavior or misconduct disrupts the teaching process, students are denied their right to learn. Therefore, no student has the right to interfere with another student's learning, interfere with a teacher's teaching, or interfere with a safe and healthy environment.

The majority of children follow reasonable rules and direction from school staff. However, the disruptive conduct of some pupils makes it necessary to establish standards of behavior and disciplinary procedures, which are used consistently. School personnel have the responsibility to use preventive, and when necessary, corrective disciplinary action in order to ensure proper pupil conduct. Parents are asked to be aware of children's activities, performance, and behavior in school. Parents are asked to cooperate and work with the school to prevent, or correct problems.

"Strive for Five" is the guide for behavior at the Bayfield School:

Respect – Treat people, places, and things the way you would like to be treated.

"Give it, to get it."

Responsibility – Following through and taking control of your success.

Honesty – Being truthful.

Kindness – Treat everyone politely.

Cooperation – Working together in a peaceful way.

School rules are based on these principles.

General Rules of Conduct

- A. Follow directions of staff the first time given;
- B. Keep hands, feet, hurtful words, and hurtful objects to yourself;
- C. Walk;
- D. Be in the assigned area and be prepared with assigned/required materials;
- E. If you are unsure of what to do, ask questions.

Unacceptable Behaviors

- A. The violation of any local, state, or federal laws;
- B. Willful conduct that endangers school district employees, students, or property of the school;
- C. Willful conduct which materially and substantially disrupts the right of others to an education;
- D. The possession or use of articles that are a nuisance, illegal, or that cause harm to persons or property in school or at school-sponsored activities;
- E. Willful violation of any rule of conduct specified in this discipline policy.

PBIS Office Managed Behaviors

PBIS office managed behaviors are disciplinary matters that cannot and will not be tolerated. These violations may result in the immediate removal of the student.

- Abusive/inappropriate behavior/profanity
- Physical aggression
- Defiance/Disrespectful/Insubordination/Non-compliant
- Lying/cheating
- Harassment/Bullying
- Property damage/Vandalism
- Forgery/Theft
- Use/Possession of Drugs/Alcohol/Tobacco/combustibles
- Bomb threat/false alarm/False Fire alarm
- Use/Possession of weapon (Prohibited article)

- Arson
- Inappropriate display of affection
- Repeated minor behaviors
- Inappropriate location / Out of bounds area
- Gang affiliation display

PBIS Minor/Major Behavior Information:

Minor: Teacher Managed

Major: Office Managed

Physical Contact/Physical Aggression:

Minor:

- Student engages in non-serious but inappropriate physical contact
- Includes but is not limited to: Poking, horseplay, hands on non-violent, can include use of objects

Major:

- Student engages in serious inappropriate physical contact where injury may occur
- Includes but is not limited to: Repeated non-serious Hitting, punching, kicking, scratching, pulling

Disruption:

Minor:

- Student engages in low-intensity inappropriate disruption that interferes with their learning or learning of others

Major:

- Any act that disrupts the right of others to learn and interferes with the learning process.

Defiance/Disrespect/Non-compliance:

Minor:

- Student engages in brief or low-intensity failure to respond to adult requests. Student uses inappropriate language or tone of voice towards staff or peers

Major:

- Willful failure to respond to or carry out a reasonable directive by school personnel

Property Misuse:

Minor:

- Using property without permission or inappropriately

Major:

- Student participates in an activity that results in the destruction or disfigurement of property
- Damage is determined to have value and needs replacing
- Repeated minors

Dress code violation:

Minor:

- Student wears clothing that is near, but not within, the dress code guidelines defined by the school district

Major:

- Repeated minors
- Students wear clothing that is unacceptable as outlined in the student handbook

Technology Violation:

Minor:

- Use of electronic device during school hours
- Improper use of school technology

Major:

- Repeated use of electronic device
- Failure to follow staff directive after second offense

Tardy:

Minor:

- Not in the classroom when the bell rings (document in Infinite Campus and address student)

Major:

- Student is over 5 minutes late
- More than three tardies in one week in the same class

Inappropriate/Abusive Language:

Minor:

- Unintentional misuse of inappropriate language

Major:

- Deliberately swearing
- Deliberate spoken threat, person feels threatened
- Directed profanity (student to student vs. student to teacher)

Use/Possession of Tobacco:

Minor:

- Refer to Major

Major:

- Student is in possession of or is using tobacco

Use/Possession of Drugs and Alcohol:

Minor:

- Refer to Major

Major:

- Student exhibits unusual suspicious behavior (Report suspicious behavior to an administrator immediately. This is determined and handled by the school principal)

Bomb Threat/False Alarms/False Fire Alarm:

Minor:

- Refer to Major

Major:

- Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion
- Student deliberately pulls the fire alarm.

Forgery/Theft:

Minor: Refer to Major

Major:

- Student is in possession of, having passed on, or is responsible for removing someone else's property or has signed a person's name without that person's permission

Use/Possession of Weapons:

Minor: Refer to Major

Major:

- (A weapon is anything that can be used to threaten or inflict injury on another person) Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm

Inappropriate Display of Affection:

Minor:

- Display of intimate affection (embrace, hug, kiss)

Major:

- Repeated display of intimate affection (embrace, hug, kiss)

Inappropriate Location/Out of Bounds:

Minor: Refer to Major

Major:

- Constitutes an area of the school building that is not connected with that particular student schedule.
- Student leaves or misses class without permission.

Harassment/Bullying (Board Policy): Please refer to page 11-12

Truancy:

Minor: Refer to Major

Major:

- An unexcused absence for part or all of the school day

Gang Affiliation:

Minor: Refer to Major

Major:

- Student uses gesture, dress, accessories such as chains or bandanas, and/or speech to display affiliation with a gang

Fighting:

Minor: Refer to Major

Major:

- Student is involved with initiating and/or participating in an act of physical violence with intent to harm

Lying/Cheating:

Minor: Refer to Major

Major:

- Student delivers a message that is untrue and/or deliberately violates rules.

Format For Behavior Intervention

The Bayfield School District has the responsibility to educate every student and to provide a safe and orderly learning environment for all students and staff. The Bayfield School District has high standards for all students and staff, and recognizes that a diverse district needs to use differentiated strategies. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed

from their classrooms due to misbehavior. This policy and the accompanying procedures are intended to improve behavior, school climate and academic achievement for all students. Effective discipline can only occur in the context of a learning community that values caring relationships. Relationships of care and mutual respect are necessary for students to accept instruction, modeling and feedback from their teachers. These relationships provide the motivation for students to care about the impact of their behavior on others.

The goal of school discipline is to teach students to behave in ways that contribute to academic achievement and school success and supports a school environment that builds positive relationships where students and staff are responsible and respectful. The Bayfield School District expects all students to be active learners and responsible members of their learning community. A restorative approach shall be followed to promote positive relationships, responsibility and respect:

1. Recognition that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
2. Having an opportunity to repair harm done and restore relationships;
3. Building personal responsibility by helping individuals develop internal control and motivation;
4. Maintaining boundaries/limits that preserve mutual respect and the safety and integrity of individuals and the community.

The following is a list of offenses, consequences and the procedures by which discipline will be enforced by school administration. Appropriate preliminary disciplinary procedures such as warnings to students and calls to parents/guardians will be used by staff members for minor infractions prior to notification to the Principal. Minor infractions include but are not limited to such things as tardiness, minor disruptive behaviors, or being out of assigned area. Staff members will notify the individual students of the infraction and if necessary, will notify the parent/guardian.

Offenses And Consequences

***The administrator has the discretion to alter handbook guidelines based on the findings of the investigation.**

Abusive Language/Inappropriate language/Profanity

Deliberate swearing. Directed profanity (student to student or student to staff). This offense will be referred to administration.

- | | |
|-------------------|--|
| a) First offense | <i>Removal from classroom by school personnel for intervention. Parent/guardian notified.</i> |
| b) Second offense | <i>Removal from classroom - School Counselor and parent/guardian notified. Additional consequences may be implemented.</i> |
| c) Third offense | <i>Suspension (in & out of school) may be implemented for multiple days. School Counselor and parent/guardian notified, meeting with parents to determine/discuss behavior plan.</i> |

Defiance/Disrespect/Insubordination/Non-compliant

Willful failure to respond to or carry out a reasonable directive by

school personnel. An investigation by the school administrator will be made and disciplinary consequences will be determined based on the severity and repetition of the insubordination.

Disruption

Any action that disrupts the right of others to learn and interferes with the learning process is cause for disciplinary action. The level of consequence will vary with the severity of the disruption. Minor offenses will be addressed by the classroom teacher. Major offenses may require removal from the class.

Lying/Cheating

Student repeatedly delivers a message that is untrue and/or deliberately violates rules.

An investigation by the school administrator will be made and disciplinary consequences will be determined based on the severity and repetition of the event.

Out of Bounds

Out of Bounds constitutes an area of the school building that is not connected with the particular student schedule. Student leaves or misses class without permission.

- a) First and continuing offenses. Conference with principal, parent/guardian and school counselor notified. *Documented on the attendance report. Law enforcement may be notified for students leaving school grounds.*

Tardiness

We believe it is important to be prompt and on time for class. We are “striving” to reduce tardiness and have put into practice daily rewards and incentives that promote promptness. Teachers will be providing positive interventions to address tardiness.

Technology Violation

Students are expected not to use electronic devices including cell phones, MP3 players, IPOD's or any other electronic device in the building. Student's use of electronic devices is not allowed unless it is during a teacher approved lesson.

Fighting

Student is involved with initiating and/or participating in an act of physical violence with the intent to harm.

- a) First offense – *Removal from class, counselor and parent/guardian contacted, suspension (out of school) may be implemented based on investigation results. Law enforcement may be contacted.*
- b) Second and continuing offenses – *Removal from class. Counselor and parent/guardians contacted. Suspension (in & out of School) implemented based on investigation results. Law enforcement may be contacted. Parent/guardian meeting with administration to establish/discuss a behavior plan.*

Forgery/Theft

Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission. Theft must be reported to the office immediately. A report may be made to the law enforcement. Disciplinary consequences will be assigned.

- a) First offense *Removal from the class and sent to the office. Parent/guardian contacted.*
- b) Second offense *Removal from class, counselor and parent/guardian contacted.*
- c) Third offense *Removal from class, suspension (out of-school) may be Implemented, parent/guardian notified, Parent meeting to establish/discuss a behavior plan*

Bomb threat/False Alarm/False Fire Alarm

Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. Student deliberately pulls the fire alarm.

Based on the investigation, the student may be given up to five (5) days OSS, reported to law enforcement, and referred to the school board for expulsion.

Physical Aggression Staff/Student

Student engages in serious inappropriate physical contact where injury may occur, including but not limited to hitting, punching, kicking, scratching, and pulling. There will be an investigation by the administrator. Law enforcement may be contacted.

- a) First offense – *Removal from class, counselor and parent/guardian contacted, suspension (in-school, out of school) may be implemented based on investigation results. Law enforcement may be contacted.*
- b) Second and continuing offenses – *Removal from class. Counselor and parent/guardians contacted. Suspension (Out of School) implemented based on investigation results. Law enforcement may be contacted. Parent/guardian meeting with administration to establish/discuss a behavior plan.*
- c) Physical attacks and intimidation may result in suspension including contacting law enforcement. A parent/guardian meeting with administration will be required to develop / discuss a behavior plan.

Property Damage/Vandalism

Student participates in an activity that results in the destruction or disfigurement of property. This will include computer software. A charge of any damages will be made and the student will be responsible for restitution. A report may be made to law enforcement. Disciplinary consequences will be assigned and may include the loss of computer and Internet privileges.

Use/Possession of Combustibles

Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage such as matches, lighters, firecrackers, gasoline, lighter fluid, etc...

Any offense – Interventions include up to five days (5) OSS, law enforcement may be notified, counselor and parents/guardians notified and there may be a required meeting with the school administrator. May result in an expulsion hearing.

Use/Possession of Weapons

A weapon, any object which when used or intended to be used to inflict serious bodily harm or property damage as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (defined in 18 U.S.C. 921 a 3), guns of any type, including air and gas-powered guns (whether loaded or unloaded) or any facsimile of a gun, knives, razors, metallic knuckles, martial arts weapons, and ammunition.

Based on the results of the investigation, the school administrator will refer a student who violates this policy to the parents or guardians and possible contact with law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

PBIS Behavior Matrix

	Restroom	Cafeteria	Locker Area	Hallway	Bus	After School Activities	Classroom 6-12	Classroom K-5	Playground
Respect	Keep graffiti free	Say please and thank you Use appropriate language and tone of voice Return trays and other items in the condition you received them	Leave property of others alone	Honor others' space Keep graffiti free Leave bulletin boards and posters alone	Listen to the driver Report unsafe activity to the driver	Use quiet voices and appropriate language Demonstrate good sportsmanship	Use appropriate language and tone of voice Raise your hand Care for textbooks and technology equipment	Stay on task Work quietly Take turns Be accepting of others	Keep your hands and feet to yourself Take care of equipment Use appropriate language
Responsibility	Keep restroom clean Wash your hands	Use good table manners Stay in seat while eating Clean up after yourself	Keep graffiti free	Have a pass and permission Stay within assigned areas	Resolve conflicts with maturity Clean up after yourself	Pay attention to posted after-school activity procedures Be in assigned area Clean up after yourself	Be on time Be prepared for class	Follow classroom routines Use time wisely Be prepared Strive to do your best Be safe	Follow playground safety rules Dress responsibly for the weather Line up immediately when whistle is blown
Honesty	Honesty is truthfulness Be honest	Taking things that do not belong to you is dishonest Eat your food only Be honest	Stealing is dishonest Be honest	Honesty is being where you say you're going to be Be honest	Lying is being untruthful Ride your assigned bus Be honest	Honesty truthfulness Be honest	Honesty truthfulness Be honest	Be truthful Do your own work	Follow the rules of the games Be honest
Kindness	Throw away trash	Compliment the cafeteria staff	Be kind to your locker	Keep our hallways clean Be helpful to guests	Keep hands to yourself Let others through aisle	Be kind to visiting teams and their fans Encourage others to participate	Listen and respond politely to adult directions	Be polite Be accepting of others	Listen and respond politely to adult directions We do not bully
Cooperation	Use the closest bathroom Use restroom during break time Use in a timely manner	Follow the posted procedures of the cafeteria Wait your turn in line Be attentive to directions Maintain personal space	Keep area clean	Please walk Be on time for class Allow movement in the hallway	Be on time Stay in your seat Follow bus rules	Follow event workers' directions Enter school through Commons Area Door 1 Students must stay in the school once they enter. If they leave, they cannot come back in.	Be on time Work quietly Wait your turn to speak	Follow directions the first time Raise your hand Listen with your eyes, ears, and heart	Include others Take turns Work together to solve problems

SCHOOL DISTRICT OF BAYFIELD

**STUDENT/PARENT PERMISSION FORM FOR WORLD WIDE WEB (WWW)
PUBLISHING OF STUDENT WORK**

Name of Student _____

Name of Supervising Teacher _____

School _____

Student Permission:

I, the student, give my permission to allow photograph(s) of me, any of my class projects, literary pieces or art works to be published on the School District of Bayfield web site. I retain the right to have same removed from publication upon my written request.

Name _____ Date _____

Parent Permission:

Our child has given permission for their photograph(s), any class projects, literary pieces, or art works to be published on the School District of Bayfield web site. We understand that his/her teacher will examine each project and will publish it if the content is appropriate. We also understand that no last names, addresses or telephone numbers will appear with such work. If a photograph, which includes our child, is published, no information may appear in its proximity, which would allow anyone to identify and locate him/her. As parents/guardians, we retain the right to have our child's image(s) and works removed from publication upon written request.

Parent, Custodial Parent or Guardian:

Signature _____ Date _____

APPROVED: June 9, 2008

SCHOOL DISTRICT OF BAYFIELD

STUDENT ACCEPTABLE USE AGREEMENT FOR NETWORK RESOURCES

The use of the School District of Bayfield network resources is a privilege; users are responsible for their behavior while online. It is expected that the School District of Bayfield students will conduct their Network activities under the following guidelines:

1. All use of District resources to access the Internet must be in support of and consistent with the educational objectives of the School District of Bayfield.
2. Transmitting any material in violation of any U.S., state regulation or school board policy is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
3. Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable in Internet communication.
4. Students have a responsibility to respect the privacy and property of other users. Staff will not intentionally seek information about, obtain copies of, or modify, files, data, or passwords of other users.
5. Students should not reveal any personal information, such as addresses, phone numbers, or photographs.
6. Using District network resources for commercial purposes is prohibited.
7. Students should not expect that files stored on District resources would be private. District and network administrators may review files and communications to maintain system integrity and to ensure that the network is being used responsibly.
8. Intentionally accessing obscene materials unrelated to the charge of pursuing the educational objectives of the District is prohibited.
9. Non-District owned hardware or software might not be introduced into the system without approval from the District Technology Coordinator or building administrators. A written request must be submitted to state the purpose for use of the hardware or software and the duration.
10. Students will not share their passwords with other students or allow their account to be used by another person.

Penalty for Violation of Acceptable Use Responsibilities Failure to follow appropriate practices may result in disciplinary actions including loss of the individual's access to the Internet or their personal account being locked. Serious abuses may result in suspension or expulsion. When applicable, law enforcement agencies may be involved.

All students will be granted access to the District Network and the Internet. If a parent does not want their child to use the Internet or District network resources they shall notify the District in writing of their desire.

APPROVED: June 9, 2008

SCHOOL DISTRICT OF BAYFIELD

STUDENT OPT-OUT FORM FOR NETWORK RESOURCES

If you do not want your child to access the Internet or have their picture displayed on the School District of Bayfield Website please fill out the form and return it to the School District of Bayfield District Office, 300 North Fourth Street, Bayfield, Wisconsin 54814.

Student Name: _____ Grade: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone number: _____ email: _____

Please check the statement that applies:

As the parent or legal guardian of the student named above, I do not grant permission for my child to access the Internet from School District of Bayfield network resources.

As the parent or legal guardian of the student named above, I do not grant permission for my child's photo without identifying name or caption to appear on the School District website.

Signature: _____ Date: _____

Printed Name: _____

CROSS REFERENCE: 385 Internet Safety and Acceptable Use
385 Exhibit 2 Student Acceptable Use for Network Resources
385 Exhibit 4 Requests to Use Personal Electronic Devices
390 Web Page Publishing

APPROVED: June 9, 2008

School District of Bayfield
ANNUAL HEALTH AND EMERGENCY INFORMATION

Please verify health and emergency information.

STUDENT				
STUDENT'S Legal Name				
<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>	<i>Suffix</i> <small>(Jr., II, III)</small>	<i>Nickname</i>
<i>Gender</i>	<i>Birth Date</i>		<i>Age</i>	<i>Grade</i>
MEDICAL PROVIDERS				
Practitioner and Clinic			Physician Phone Number	
HEALTH CONCERNS				
<ul style="list-style-type: none"> • NO KNOWN HEALTH CONCERNS 			<ul style="list-style-type: none"> • ALLERGIES that may impact school performance or attendance. Food _____ Insect bite/sting _____ Latex _____ Other _____	
<ul style="list-style-type: none"> • DIABETES <ul style="list-style-type: none"> • Insulin dependent • Non-insulin dependent 				
<ul style="list-style-type: none"> • SEIZURE DISORDER Most recent seizure _____ Medication at home _____ Med needed at school _____			<ul style="list-style-type: none"> • ASTHMA _____ Mild _____ Moderate _____ Severe Medication at home _____ Medication needed at school _____	
<ul style="list-style-type: none"> • SEVERE ALLERGIC REACTION Allergic to _____ Describe reaction _____ Emergency medication needed at school _____			<ul style="list-style-type: none"> • OTHER HEALTH CONDITION (or medical history staff should be aware of in the event of an emergency) _____	

If this student will require medication at school, the Medication Authorization Form must be completed by parent/guardian AND medical practitioner before medication is given at school. If you want your student to be able to receive Over the Counter medications, given by the nurse, complete the OTC Consent Form. (Available in the Student Handbook and Parent Mailing or from the School Nurse.) Please make sure to keep contact information up to date in case of emergency.

DISCLOSURE: I understand the information contained on this form will be kept confidential, but may be made available by the school nurse to school staff to ensure the health and safety of this student. This information will also be shared with emergency medical staff in the event of a health or safety emergency necessitating transport to a medical facility.

_____ PARENT/GUARDIAN SIGNATURE	_____ DATE
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Adopted: 07-10-2017

453.4-Exhibit #2

**School District of Bayfield
OVER THE COUNTER MEDICATION ADMINISTRATION AT SCHOOL**

The School District of Bayfield has a policy which affects how non-prescription (over-the-counter)(OTC) medications are dispensed.

The school nurse or designated staff may give non-prescription medications with parental permission. The following guideline will be followed:

1. The nurse or designee will determine if other measures can be used before medication is given.
2. The school nurse must be notified of any allergies, especially to medications, the child has.
3. A record of the medication given will be kept in the student's health visit record.
4. Bottle instructions for dosages will be used unless otherwise specified by an authorized prescriber.

The following OTC medications are available in the school health office:

Acetaminophen	Benadryl(allergic reactions)	Bee sting wipes
Antacid	Loratadine(seasonal allergies)	Antibiotic ointment
Anbesol	Cetirizine(seasonal allergies)	Hydrocortisone
Ibuprofen		Saline eye wash
Sore throat lozenge		Muscle rub
Cough drops		

These medications will only be used with written consent (or telephone consent in an acute case) for students under the age of 18. Students 18 years old may give their own consent.

- YES**, I have read the above and I do consent to my student receiving OTC medication at school following the above guidelines.
- NO**, I DO NOT want my student to receive OTC medication at school.

Name of Student: _____ Grade: _____

Parent/Guardian: _____ Date: _____

LIST KNOWN MEDICATION ALLERGIES: _____

Revised: June 2, 2022

SCHOOL DISTRICT OF BAYFIELD

REQUEST FOR RELIGIOUS ACCOMMODATION FORM

The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing by parents/guardian and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, release time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Please complete this form to request a religious accommodation for your child. Your request will be reviewed for approval by the building principal.

Name of Student: _____ **Date:** _____

Student Grade: _____

Name of Parent/Guardian making request:

Please describe the religious accommodation you are requesting for your child:

How often is the requested accommodation needed?

Specific days/times the requested accommodation is needed:

Who will supervise your child during the requested accommodation time and location(s) you authorize for the religious activity to take place? (Please note: School District employees cannot supervise students for religious/spiritual activities during their duty hours.)

Parent/Guardian Signature

Date

Principal Approval: ____ Yes ____ No **Notes:** _____

Principal Signature

Date

Student Handbook RECOGNITION AND PLEDGE SHEET

We (student and parent/guardian) have read and understand the policies, rules and regulations in this handbook. We also understand that the policies, rules and regulations are not all inclusive. We agree to adhere to these policies, rules and regulations as set forth by the School District of Bayfield Board of Education.

Parent/Guardian Signature

Date

Student Signature

Date

Please sign and date this form and return this page to one of your child's teachers by the end of the first week of school.

**The School District of Bayfield
FAMILY-SCHOOL COMPACT
for the 2024-2025 School Year: Elementary School**

A Family-School Compact is an agreement that parents/guardians, teachers, and students develop collectively. It explains how we will work together to ensure all students get the individual support they need to reach and exceed grade level standards.

The School District/Teacher Responsibilities:

- Provide instruction by highly qualified teachers.
- Provide instruction that meets the needs of all learners.
- Provide an uninterrupted 90-minute block for both reading and math each day.
- Regularly send information and reports home in each student's kid book and/or the U.S. mail.
- Hold parent-teacher conferences; Compacts will be discussed as they relate to the individual child's achievement at that time.
- Provide parent(s)/guardian(s) opportunities to contact staff via phone, email, and/or meetings.
- Provide parent(s)/guardian(s) many opportunities throughout the year to volunteer within their child's class and to observe classroom activities.
- As needed, provide supports from our Title I department to offer students small group and/or one on one instruction.
- Notify parent(s)/guardian(s) if it determined that their child should receive additional Title I services that would occur outside of the classroom.
- Hold an annual meeting to inform parent(s)/guardian(s) of our school's participation in the Title I, Part A program, and to explain these programs, as well as the rights of the parents/guardians to be involved in The School District of Bayfield's School Wide Title I Program.

Parent/Guardian Responsibilities:

- Promote regular attendance.
- Check your child's Kid Book nightly for homework and notes from teachers.
- Encourage your child to read every night.
- Participate in regular school functions such as Family Nights.
- Keep the lines of communication open between yourself, the school, and the classroom teacher.

Student Responsibilities:

- Do homework every day and ask for help when it is needed.
- Read every day outside of school time.
- Give parent(s)/guardian(s) all information received from school every day.

Signature of School Representative: _____ **Date:** _____

Signature of Parent/Guardian: _____ **Date:** _____

Signature of Student: _____ **Date:** _____ **Grade Level:** _____

BAYFIELD ELEMENTARY SCHOOL

PARENT/GUARDIAN PERMISSION FOR SCHOOL SPONSORED FIELD TRIPS CONSENT TO MEDICAL TREATMENT & RELEASE OF INFORMATION 2024-25 SCHOOL YEAR

Please complete in blue or black pen and return this form.

STUDENT NAME: _____ has the opportunity to travel to and from school-sponsored activities and field trips for the 2024-25 school year understanding that the school district is providing transportation. If you approve your child's participation, please sign and return this form to the school.

PARENT/GUARDIAN(S):

I understand the nature of the school activity in which my child will be participating and that they are expected to abide by all school regulations during the course of the activity.

I hereby give permission for him/her to participate in field trips.

In the event of an accident, illness or any other circumstance requiring medical treatment, such treatment may be procured for my child without financial obligation to the district. I do further authorize emergency treatment to be initiated at any medical facility to which my child has been transported.

I further agree that if my son/daughter received medical treatment and/or is hospitalized, his/her name shall be released to school district officials upon their request.

IMPORTANT MEDICAL INFORMATION THE TEACHER/ADVISOR SHOULD KNOW:

PARENT/GUARDIAN NAME: _____ **HOME PHONE #** _____

WORK PHONE # _____ **CELL PHONE #** _____

EMERGENCY CONTACT NAME: _____ **PHONE #** _____

THIS FORM SHALL BE KEPT BY THE TEACHER/ADVISOR/CHAPERONE DURING THE FIELD TRIP ACTIVITY AND A COPY LEFT AT SCHOOL OFFICE

Parent/Guardian Signature: _____ Date: _____

School District of Bayfield Ojibwe Immersion Program Family Information 2024-25

Welcome Letter

August 2024

Dear Immersion Families,

Boozhoo!

Welcome to the Ojibwe immersion program at the School District of Bayfield. We are proud to offer an Ojibwe Immersion program alongside our English program. This information is solely to address the uniqueness of language immersion. Please refer to the [Elementary Schools Handbook](#) for information on our district policies and procedures.

Why language immersion?

Being bilingual or multilingual creates many social and professional opportunities, and develops an understanding of other cultures. Many research studies on the benefits of immersion education suggest the following:

- Academic performance is at or above the same level as peers in English-only classrooms
- Advanced levels of functional proficiency in the second language are acquired in comparison to traditional language programs
- Demonstration of high levels of cultural awareness, identity, and competency
- Gains in additional cognitive, academic, and employment benefits
- Demonstration of more mental flexibility
- Increased sensitivity to others, heightened awareness, receptivity and appreciation of language
- Exhibition of many cognitive benefits like increased problem solving skills and the ability to think creatively
- Language & culture revitalization (Ojibwemowin specific)

Sincerely,

Dr. Beth Paap District Administrator	Mike Peterson Elementary Principal	Haley Jo Hyde Ojibwe Immersion Kindergarten teacher
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Program Overview

Beginning in kindergarten, the goal of language immersion is to provide high quality educational experiences that support academic and linguistic development. Multilingualism and multiculturalism strengthen students' own cultural identity, helps students understand others of different backgrounds, while also showing the district's strong commitment to value Ojibwe language and culture. Our program provides a unique opportunity for advancing the recognition of Ojibwemowin as the local Indigenous language and participation in the revitalization of the Ojibwe language and culture.

Program Scope

The vision of the School District of Bayfield is to offer K-5 immersion programming at the classroom level with direct English Language Arts instruction being included beginning in grade 3. Given current capacity, our plan is to develop and maintain a strong K-5 program with a future secondary component for language maintenance and/or continued growth. At the K-3 level, class size is no larger than 18 students due to Achievement Gap Reduction (AGR) WI SS 118.44.

This table shows the *intended* expansion timeline for the immersion program, dependent on teacher availability and enrollment capacity.

Year	Ojibwe Immersion
2024-25	Kindergarten
2025-26	K-1st Grade
2026-27	K-2nd Grade
2027-28	K-3rd Grade
2028-29	K-4th Grade
2029-30	K-5th Grade

Program Guidelines

Immersion Program Expectations

We actively encourage all interested students to participate in immersion programming. Students are eligible for admission between kindergarten and first grade. Acceptance after first grade is determined by immersion program leadership and may include a language proficiency assessment.

The following factors may be considered when determining whether immersion program continuance is appropriate for struggling students:

- ❖ **Completion of all necessary enrollment documents as outlined in the initial application and enrollment process**
- ❖ **Participation in the full immersion program experience**
- ❖ **On-going display of a positive attitude towards and active engagement with the target language**
- ❖ **Demonstration of growth towards grade level expectations in the target language**
- ❖ **Consistent positive attendance of at least 90% with minimal tardiness**
- ❖ **Consistent engagement and participation in class activities and lessons**
- ❖ **Daily reading with family for at least 20 minutes in English (see below)**

No student shall be denied access to an immersion program because of their race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

Parent Involvement Opportunities and Expectations

In order to provide our students the best language immersion experience possible, we ask families to fully commit to the entire K-5 program. Learning a language is an ongoing process and the more years spent learning Ojibwe the higher the level of bilingualism and biliteracy our students can achieve.

- Families are highly encouraged to read with their child 20 minutes daily in English. Appropriate reading materials/activities will be shared with every family to support their child's growth in reading.
- Attendance at bi-weekly family education programming.
- Invitation for participation on the Advisory Board
- Minimum 10 volunteer hours annually:
 - Classroom helpers
 - Field Trip & Special Event chaperones or planning group

Immersion Program Removal Process

We actively encourage all interested students to participate in our immersion program, while also recognizing that occasionally students have the potential to be more successful in an English speaking classroom. When there is a concern regarding a student's ongoing success and continuance in an immersion program, the program's leadership team will intervene as necessary in order to support the student. If a student continues to struggle despite rounds of interventions, a student may be removed from the program. *(See Immersion Program Expectations for removal concerns)*

A student with documented ongoing struggles may be removed from continued participation in optional immersion programming with the following steps:

- 1) Teacher communication (email with a phone call follow up) with family noting concerns/reasons for possible program discontinuance.
- 2) Family meeting with all involved parties to discuss the concerns and create a written plan for success plan.
- 3) If the reason(s) for concern does not improve, a second family meeting will occur with written notice of the final team decision.
- 4) If the student has a disability, a determination of the student's misconduct/concern is not a manifestation of the disability.

No student shall be removed from an immersion program because of their race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

***Students removed from an immersion program will be re-enrolled in the English speaking classroom.

If a family determines the Ojibwe Immersion Program is not a fit for their child, a meeting with the Immersion teacher and/or Elementary Principal will occur. After which point they must submit a written request for a transfer to the English classroom at the end of semester one or end of the school year. The transfer will be contingent on class sizes due to Achievement Gap Reduction (AGR) restrictions (18 students max per classroom). Switching between programs poses specific challenges for students, teachers, and classmates. For this reason the district doesn't allow students to switch back and forth between programs.

Curriculum and Instruction

The Ojibwe Immersion Program will use the current School District of Bayfield established standards, outcomes, and assessments. Curriculum is aligned with Wisconsin Academic Standards. However, the materials and approaches used are specific to the Ojibwe language and program.

Staff collaboratively create local units of instruction and specific learning materials that incorporate the WI standards into culturally-based learning. All content is taught through the target language of Ojibwe in which teachers use differentiated instruction to meet the language and curriculum goals through gestures, songs, dance, routines, rhymes, and repetition. The district adopted materials are often directly translated into Ojibwemowin, with culturally-specific adjustments made when necessary. Local assessments are collaboratively created for assessing content specific skills and knowledge.

English Language Instruction

Formal English instruction begins in 3rd grade for students. Research has shown that immersion students perform at the same level or better than their non-immersion peers on state standardized tests by 5th grade. The English teacher is responsible for teaching WI state standards to students in grades 3-5 for 45 minutes daily. This instruction ideally takes place outside of the immersion classroom to better separate target language instruction from English instruction.

Instruction time in Immersion Language

Grade	Ojibwe	English
K-2	90%	10% (Specialists only-Music, PE, Art, & Media)
3-5	80%	20% (Specialists & English Language Arts Specialist)

Assessment

Immersion students participate in the district's NWEA Measures of Academic Progress (MAP)/Pearson aimswebPLUS assessments three times each school year in English. Students are screened in the target language to measure progress in their language of instruction and once in English, in the spring. Curriculum based assessments are more frequently utilized in the target language to measure student growth in all content areas. Once students reach grade 3, they also take the Wisconsin Forward Exam in English.

Multi-tiered System of Support (MTSS) in an Immersion Setting

Instruction is delivered within a multi-tiered system of support (MTSS). Content is delivered daily through the target language, as well as during literacy interventions. Enrichment, extension activities, and special education services are provided in English. Beginning in grade three, instruction in literacy is provided in both the target language and in English. To preserve the target language in the classroom, English is taught by a separate teacher.

Families receive ongoing communication about how to support their student(s) in an immersion learning environment and are provided with resources and strategies. The Ojibwe Immersion program offers parent/family engagement nights to foster communication and a partnership of student support between the school and families.

Application Process

Applying to the School District of Bayfield Ojibwe Immersion Program is quick and easy. Families can print, complete and return the Ojibwe Immersion Program Enrollment Form to our Elementary office. Families can also fill the form out in person at our Elementary office. If you have any questions, please reach out to Lucy Meierotto at 715-779-3201 ext 142 or lmeierotto@bayfield.k12.wi.us.

Transferring Students/Re-entry

A transferring student is defined as a student requesting to enter the immersion program mid-year, or into 2nd grade or higher.

- In addition to the above application process, the Lowell Administrative Assistant will request the student cumulative file from the student's previous school.
****Receiving information on IEPs and a student's cumulative file prior to student attendance is helpful for planning accurate placement.*
- Students requesting entry into an immersion program at grade 2 or higher will be assessed for language proficiency and academic level prior to acceptance into the program. Students not scoring at a sufficient level of speaking, listening, reading and writing proficiency will be denied acceptance.

Special Considerations for Student Receiving Special Services

- 1) Special services and immersion staff will review students with established IEPs or other documents indicating additional support may be needed to be successful in the selected immersion program. Staff will determine what appropriate accommodations or modifications can be made within the context of the immersion program to which they are applying.
*****Use of the target language remains a priority for all immersion students. Due to scarcity of language speaking support staff, this is known limitation for providing extra support in immersions programs*
- 2) After review of accommodations/modifications, staff will meet with parents to explain what can be accomplished in a full language immersion setting and discuss advantages/disadvantages to enrolling the student in a language immersion program.
- 3) Special Services Staff and Immersion Program Staff will prepare necessary materials, training, etc., to ensure the student's IEP can be met in the context of a language immersion program.

Frequently Asked Questions

Who Do I Contact When I Have A Question About Things?

<p>Classroom Assistant:</p> <ul style="list-style-type: none"> -Family engagement nights -Field trips -Culturally specific learning opportunities 	<p>Classroom Teacher:</p> <ul style="list-style-type: none"> -Academic progress -Behavior updates -Newsletter -Daily classroom activities
<p>Elementary Secretary:</p> <ul style="list-style-type: none"> -Attendance -Meal account(s) -Enrollment /registration -School wide activities/events 	<p>Elementary Principal:</p> <ul style="list-style-type: none"> -Attendance letter questions -Behavior response questions -Building level communication -Transportation questions