

# SOUTH RIDGE ELEMENTARY

PARENT + STUDENT HANDBOOK  
2020/2021

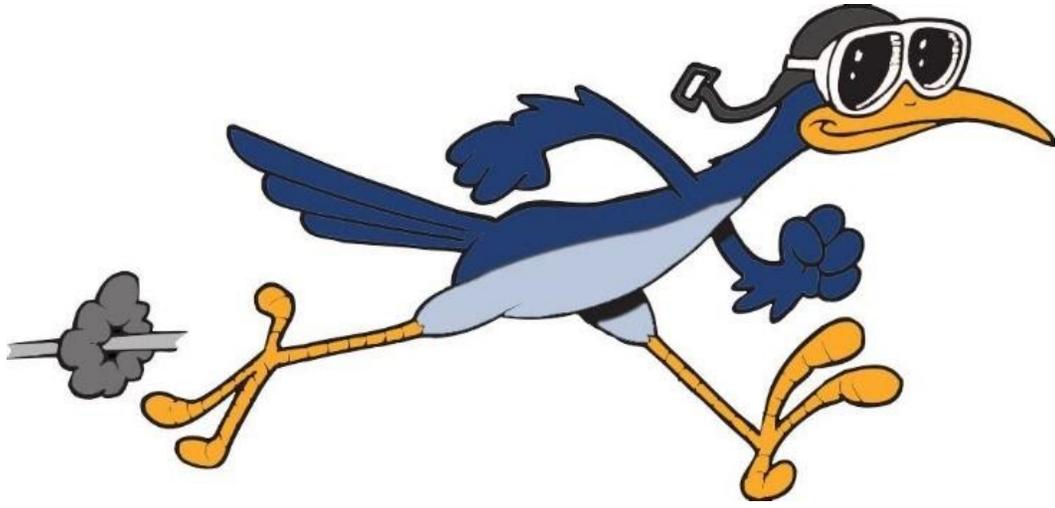
## ROADRUNNERS



Respectful, Responsible, Resilient

*Unlimited Possibilities for Every Student*

[ridgefieldsd.org](http://ridgefieldsd.org)



502 N.W 199th St, Ridgefield, WA 98642

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WELCOME



# HOME OF THE ROADRUNNERS!

As the city of Ridgefield grows, so does our strength as a community and our educational opportunities for our students. South Ridge Elementary is a wonderful combination of talented staff, and volunteers. We work together to ensure each student reaches his or her highest potential. We approach each situation with the district-wide mindset of *pursuing premier*.

As a parent, you are critical to the success of your child. Research shows that the biggest and most important factor in a student's school success is the involvement of the parent/guardian in daily school experiences. We urge you to be involved by reading with your child daily, joining our PTO, attending school meetings and conferences, and talking with your child about his or her school experiences. We will communicate with you throughout the school year through a variety of communication vehicles, but please do not hesitate to contact us at any time. In addition to the information provided here in this handbook, our staff directory and a growing wealth of information is available on our website.

As the Principal of South Ridge, I am proud to be a part of a community committed to meeting the needs of every child and ensuring all children feel valued and capable of achieving great things!

We look forward to working together as a team - student, teacher, staff, and parents. Together, we will ensure the success of our students and open up *unlimited possibilities!*

Thank you,

Jill Neyenhouse,  
**Principal** South Ridge Elementary School

# ROADRUNNER BEHAVIOR – 3 R's

(Positive Behavioral Interventions and Supports program - PBIS)

**GOAL:** To create a social-culture in our school that will encourage positive behaviors and interactions, while discouraging problem behaviors. This social-culture will lead to a safe environment where students achieve academically and build positive relationships with each other and with adults. The foundation of the approach emphasizes teaching students the behaviors we expect to see, reminding them to use those behaviors, acknowledging them when they do, and correcting them when they do not.

**PBIS DEFINED:** PBIS is an approach to supporting students to be successful in schools. PBIS developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

## SCHOOL-WIDE RULES:



Having a few, simple, positively stated rules facilitates the teaching of behavioral expectations across school settings. By focusing on three expectations, our message can be clear, consistent, and memorable for students. Expect that all school staff will be active participants in the school-wide programming.

**PARENTAL INVOLVEMENT:** Teaching a behavior that schools expect to see works best when there is consistency across home and school settings. When a child exhibits challenging behavior at school, a strong partnership between the school and family is important. Family involvement is a key feature when developing positive behavior support plans for students with special needs. School-wide positive behavioral interventions and support is a school-wide approach to helping all children learn to self-manage behaviors. However, parent involvement is important in all aspects of PBIS. When parents are involved, outcomes for children are better

## A Three Tiered Approach

As a school community, we are responsible for teaching both academic and social behavior skills. We will teach all of our students how to be safe, responsible members of the community in every setting. We will reinforce these behaviors through a system of positive reinforcement.

**Tier One** - teaching and reinforcement of expected behaviors will be enough support for 80-90% of our students.

**Tier Two** - designed for the 5-10% of our students who may need further teaching and individualized supports.

**Tier Three** - designed for the 1-5% of our students who continue to display behaviors of concern despite Tier two interventions.

### Addressing Problem Behaviors

In order to address problem behaviors, we will change the way we look at behavior. Behavior is not good or bad. We understand repeated problem behaviors serve a purpose for the student. Problem behaviors provide attention or an escape from uncomfortable, difficult, or even boring situations.

Misbehavior is a form of communication. Our job is to use professional judgement to hypothesize the purpose, or function, of behavior and how it meets a need for the student. We then work to find an alternate way to meet that need in a safe and respectful way.

Parents of children with behavior challenges are important in a system of school-wide positive behavior interventions and supports because they already know punishment does not teach skills. Parents already know what individual strategies may work with their own child. Parents are important contributors in developing school-wide PBIS in their child's school, because parents have a great deal at stake – the lives and futures of their children. By becoming involved, parents can have a vital role in improving school climate, safety, and instructional time. Most important, parents can have a role in helping their child to develop the positive behavior skills that are the foundations for a successful future.

## ROADRUNNERS Behavior – 3 R's

### Behavior Management Process

We are committed to preventing inappropriate behavior before it occurs by intentionally teaching and reinforcing expected behaviors.

**Tier I – Minor Behaviors:** Behaviors handled in the classroom using intervention strategies and teachable moments including a verbal reminder, re-teaching, positive reinforcement (four positive reinforcements for every correction), and redirecting.

**Tier II – Minor Behaviors:** The students taught AND re-taught the expectation AND has received positive reinforcement to promote the expected behavior however, the student continues to present escalating behavior and is not responding to interventions.

When a teacher determines a student's behavior requires documentation, the following will take place:

- Fill out a Referral form and check the box for Minor Behavior.
- Student completes a Reflection sheet (in the classroom or a buddy classroom)
- Teacher reviews Reflection sheet with student
- Teacher contacts parent/guardian
- Teacher turns the completed Referral form into the office at the end of each day.
- If a student receives three Referrals for Minor Behaviors in a month-long period, the teacher will follow the procedures for a Major Behavior and the Assistant Principal/Principal will take action.

**Tier III – Major Behaviors:** The teacher has followed through with Minor Referral forms, reflection sheets, teacher conference and parent contact, yet the student chooses to continue behavior that is not consistent with the 3 R's and/or the student exhibits Level 3 behavior which requires mandatory office referral.

When a student exhibits a Major Behavior, the following will take place:

- Fill out a Referral form and check the box for Major Behavior.
- The referrals are then sent to the office and the Principal will take action. If the Principal is not available, the counselor will handle the situation until an administrator is available.

Area	Respect	Responsible	Resilient
In All Areas of the School	<ul style="list-style-type: none"> <li>-Use kind words and actions</li> <li>-Follow adult directions</li> <li>-Offer to help others</li> <li>-Respect individual differences</li> </ul>	<ul style="list-style-type: none"> <li>-Accept consequences for your actions</li> <li>- Offer to help others</li> </ul>	<ul style="list-style-type: none"> <li>-Always have a calm body and be aware of your surroundings</li> <li>-Use positive self-talk</li> </ul>
Before and After School	<ul style="list-style-type: none"> <li>-Follow adult directions</li> <li>-Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in assigned areas</li> <li>-Use indoor voices</li> <li>-Keep area clean</li> </ul>	<ul style="list-style-type: none"> <li>-Report directly to class when the bell rings</li> <li>-Go directly to bus or home after school</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>-Use an appropriate voice level</li> <li>-Welcome others</li> <li>-Sit with feet on the floor and body facing the table</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up area and follow recycling procedures</li> <li>-Keep all food to self</li> </ul>	<ul style="list-style-type: none"> <li>-Stay seated until you are dismissed</li> <li>-Continue cleaning by checking floor and surrounding area</li> </ul>
Hallways and Stairs	<ul style="list-style-type: none"> <li>-Use quiet voice</li> <li>-Pass quickly (head straight to your classroom)</li> <li>-Keep the area Clean</li> <li>-Always keep hands, and feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>-Walk on the right hand side</li> <li>-Allow others to pass</li> <li>-Slowly open doors carefully with hands</li> <li>-Keep moving</li> <li>-Headphones and/or ear buds out of sight</li> </ul>	<ul style="list-style-type: none"> <li>-Forgive accidental contact</li> <li>-Be patient with crowds</li> </ul>
Learning Areas	<ul style="list-style-type: none"> <li>-Raise your hand and wait to be called on</li> <li>-Comments and questions should be related to class discussion</li> <li>-Use quiet voices</li> <li>-Wait to be dismissed</li> <li>-Keep hands and feet to self</li> <li>-Track the speaker</li> </ul>	<ul style="list-style-type: none"> <li>-Walk into rooms one at a time</li> <li>-Stay in your seat unless instructed otherwise</li> <li>-Keep all chair legs on the floor</li> <li>-Keep hands and feet to self</li> <li>-Clean up learning area</li> <li>-Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>-Always do your best</li> <li>-Show continuous effort</li> <li>-Practice determination through difficulties</li> <li>-Be an active learner</li> </ul>
Office	<ul style="list-style-type: none"> <li>-Hands, feet, and objects to self</li> <li>-Wait in line until called to the counter</li> <li>-Voices off while waiting and transitioning through the office</li> <li>-Always use kind words</li> </ul>	<ul style="list-style-type: none"> <li>-Always have a hall pass</li> <li>-Leave all materials that belong in the office in the office</li> </ul>	<ul style="list-style-type: none"> <li>-When talking to an adult, have a calm body and calm voice</li> <li>-Show privacy towards others being helped in the office by waiting your turn</li> <li>-Computer screens are only to be viewed by office staff</li> </ul>
Playground	<ul style="list-style-type: none"> <li>-Follow adult directions</li> <li>-Include everyone in games</li> <li>-Share and take turns</li> <li>-Voices off in line</li> <li>-Use polite language and</li> </ul>	<ul style="list-style-type: none"> <li>-Accept consequences for your actions</li> <li>-Always walk to and from play area</li> <li>-Use equipment as intended</li> </ul>	<ul style="list-style-type: none"> <li>-Play games according to posted rules</li> <li>-Win or lose, be a team player</li> </ul>

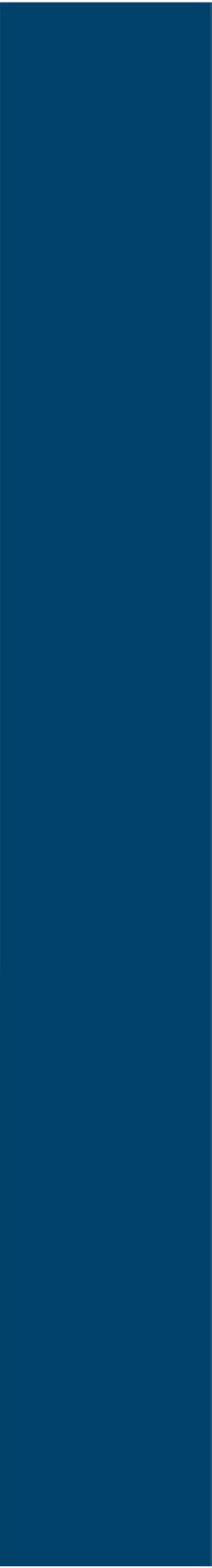
respectful tone of voice

-Keep hands, feet, and objects to self  
-Be aware of your surroundings  
-Remain in appropriate play areas

Area	Respect	Responsible	Resilient
Restroom	<ul style="list-style-type: none"><li>-Leave the restroom clean (walls, floors, sinks, etc.)</li><li>-Put trash in the garbage</li><li>-Quickly return to class</li><li>-Respect the privacy of others around you</li></ul>	<ul style="list-style-type: none"><li>-Always use a hall pass during class time</li><li>-Use toilet paper and paper towels as intended</li><li>-Keep feet on the floor</li><li>-Keep water in the sink</li><li>-Flush toilet after use</li></ul>	<ul style="list-style-type: none"><li>-Wash hands with soap and water</li><li>-Voices off in the bathroom</li><li>-Return to class promptly with a pass</li><li>-Tell an adult if supplies in the bathroom are out, or if the bathroom needs to be cleaned</li></ul>
Special Events and Assemblies	<ul style="list-style-type: none"><li>-Wait for arrival and dismissal signal</li><li>-Leave belongings in your classroom</li><li>-Walk to and from gym quietly</li><li>-Eyes on performer or speaker</li><li>-Applaud at appropriate times</li></ul>	<ul style="list-style-type: none"><li>-Leave electronics in the classroom</li><li>-Sit on bottom</li><li>-Follow adult directions</li><li>-Walk carefully up and down the bleachers</li><li>-Walk facing forward with your hands at your side</li><li>-Use bathroom before or after assembly</li></ul>	<ul style="list-style-type: none"><li>-Enter and exit quietly</li><li>-Sit in designated areas</li><li>-Focus and think about the presentation</li><li>-Enter and exit one row at a time</li></ul>
Technology	<ul style="list-style-type: none"><li>-Only positive interaction with other students</li><li>-Handle devices with care</li><li>-Be a good digital citizen</li></ul>	<ul style="list-style-type: none"><li>-Stay on approved sites</li><li>-Only school related work</li><li>-Food or drink should be placed far away from all technology</li><li>-Keep passwords and other personal information to yourself</li></ul>	<ul style="list-style-type: none"><li>-Report uncomfortable/inappropriate content</li><li>-Be creative and persistent in technology issues</li></ul>

# VALUING **DIVERSITY**

Ridgefield School District values the diverse ethnic heritage of the students we serve and believes that in order to be prepared for today's global society and workforce, students must be able to understand, appreciate,



work with and learn from people with cultures and backgrounds different from their own.

We understand educating our children requires a partnership. Students need support at home and from the community to succeed in school and life. Each student is unique and learning styles are different. We believe the diversity of our school community, which in simplest terms means the ways in which people are different, enhances the district's ability to implement our goals.

Education involves acknowledging, valuing what is comfortable and known, as well as leading students to an understanding, and appreciation of what is new and different. Encountering different perspectives, ideas, ways of thinking, and understanding is an essential part of this process. Through their experience with such differences, students develop the ability to think critically, to make informed judgments, to imagine, to understand, and to grow. Helping students understand their connection to the world and to each other will enable them not only to achieve their highest potential, but also to serve as strong and effective leaders. This principle is at the heart of our mission to foster unlimited possibilities.

Respect for diversity mirrors South Ridge's commitment to character education. It is the school's goal that all students, school families, faculty and staff feel welcome, valued, and respected at South Ridge. The values that anchor our SUCCESS BOUND program—respectful, responsible and resilient — also characterize our attitude toward the diversity in our school community.

## SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, Chris Griffith. You also have the right to file a complaint (see complaint options).

For a copy of our district's sexual harassment policy and procedure, contact your school or district office, or view it online here: <http://ridgefieldwa.apptegy.us/o/district/browse/4811> (Policy 3205).

## COMPLAINT OPTIONS: DISCRIMINATION + SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, Chris Griffith. This is often the fastest way to resolve your concerns.

### COMPLAINT TO THE SCHOOL DISTRICT

#### Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

#### Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

#### Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

## APPEAL TO THE SCHOOL DISTRICT

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

## COMPLAINT TO OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: [Equity@k12.wa.us](mailto:Equity@k12.wa.us)

Fax: 360-664-2967

Mail: PO Box 47200, Olympia, WA 98504-7200

Hand deliver 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx) or contact OSPI's Equity and Civil Rights Office at 360-725-6162 TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

## OTHER DISCRIMINATION COMPLAINT OPTIONS

### Office for Civil Rights

#### U.S. Department of Education

206-607-1600

TDD: 1-800-877-8339

[OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)

[www.ed.gov/ocr](http://www.ed.gov/ocr)

### Washington State Human Rights Commission

1-800-233-3247

TTY:  
[1-800-300-7525](http://1-800-300-7525)  
[www.hum.wa.gov](http://www.hum.wa.gov)

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## BULLY PREVENTION: **STOP. WALK. TALK.**

South Ridge is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all of its students and school employees. We will not tolerate unlawful bullying and harassment of any type.

School-wide PBIS begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does, for example, name-calling, teasing, intimidation, verbal aggression, and cyber-harassment. Bullying behavior is always described in the context or setting in which it occurs, for example, cyberspace, hallway, dance, field trip, bus, or other “setting.”

From a school-wide PBIS perspective, successful prevention of bullying behavior is linked directly to teaching adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

Students are taught the Stop. Walk. Talk. approach to unwanted behavior. This empowering technique teaches students how to stand up to behavior they feel is offensive or not wanted. By promoting self-advocacy and self-determination we foster a more self-reliant, responsible, and safe climate.

**PARENTAL INVOLVEMENT:** Parents play a key role in preventing and responding to bullying. If you know or suspect that your child is involved in bullying, several resources may help on our website including school counselor contact information and a form to report an alleged incident.

The safety of our students is priority #1. We review our safety and emergency procedures annually, looking for opportunities to refine and improve practice. We strongly encourage families to familiarize themselves with the district-wide SRP (Standard Response Protocols).

A critical ingredient in the safe campus recipe is the uniform response to an incident. Weather events, fires, accidents, intruders and other threats to student and staff safety are scenarios that are planned and trained for by campus administration.

## **STANDARD RESPONSE PROTOCOLS ARE BASED ON THESE FOUR ACTIONS**

**LOCKOUT** is followed by the Directive: “Secure the Perimeter” and is the protocol used to safeguard students and staff within the building.

**LOCKDOWN** is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

**EVACUATE** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

**SHELTER** is always followed by a type and a method and is the protocol for group and self-protection.

In the event of an emergency, the action and appropriate direction will be called on the PA.

### **STUDENT/PARENT REUNIFICATION**

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

## Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: "The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID. "

## Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

## What if a Parent Can't Pick-up Their Student?

When a parent cannot immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

## How it Works

The school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

## Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated

# EMERGENCY PROTOCOLS

complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

## **Bring ID to Check In**

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

## **Interviews and Counseling**

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

# **INCLEMENT WEATHER**

In times of inclement weather or other emergencies, the Superintendent, in consultation with appropriate authorities, will assess the situation and determine a course of action if necessary. Information about all day closures and/or late starts will be broadcast over the local radio and t.v. stations beginning at approximately 6:00 am. Information about early dismissals will be broadcast as early in the day as possible.

Up-to-date information is available at **[www.FlashAlert.Net](http://www.FlashAlert.Net)**

# HEALTH + ATTENDANCE

State law requires a completed "Certificate of Immunization Status" form on file before attending school. Certified waivers are permitted if parents have medical, religious or personal objections, but need to be on file with the school.

## Required Immunizations

*5 doses of DTP or DTaP vaccine (the last dose at or after age four)*

*4 doses of Polio (OPV or IPV) vaccine (the last dose at or after age four)*

*2 doses of the MMR vaccine (first dose given on or after the 1st birthday and the 2nd booster given at least 28 days after the 1st dose)*

*3 doses of the Hepatitis B vaccine*

*2 doses of the Varicella vaccine for all students, only if students have not already had a documented case of the chickenpox disease.*

*1 Tdap booster (given after 11th birthday or prior to entering 6th grade)*

## ATTENDANCE

State law (RCW.28A 225) requires students to attend school daily, unless excused for illness, doctor's appointments or other family emergencies.

All absences longer than one day must be excused in advance with the principal, by filling out a Long-term/Pre-arranged Absence form available at the front office or on the school website. Illness absences of 3 days or more, require a doctor's note upon return to school.

**If a student is absent, you need to either call the office before 8:45am, send an email to [kathy.groat@ridgefieldsd.org](mailto:kathy.groat@ridgefieldsd.org) or send a note when your child returns to school.** If we do not hear from you within 3 days of your child's absence, the absence will be unexcused. 2 unexcused absences will result in a meeting with your student's teacher to discuss attendance/academic concerns. 5 unexcused absences will result in a meeting with the principal to enter into an attendance agreement. Once you have received the unexcused absence letter, the status of the absence cannot be changed.

## WHEN NOT TO SEND YOUR CHILD TO SCHOOL

For the protection of everyone, students should not come to school with any of the following symptoms:

- fever
- vomiting
- severe cough
- earache
- sore throat

**Students with a known communicable disease** (chicken pox, impetigo, strep throat, scarlatina, scabies, ringworm, pink eye, etc.) **must have clearance from a doctor before returning to school.**

HEAD LICE: Students must be treated and free of live lice.

## DAILY SCHEDULE

Students who walk, ride bicycles or are brought to school by their parents, should arrive NO EARLIER than 8:45 AM (\*9:45 AM on late start Wednesdays).

If students arrive prior to the first warning bell, they will need to report to the gym to assemble either with their classmates or the cafeteria to eat breakfast. Students will be excused from the gym at 9:00 AM (\*10:00 AM) to report to class.

8:45 AM	*9:45 AM	Breakfast Available
8:35 AM	*9:35 AM	Teachers arrive at school
9:00 AM	*10:00 AM	Warning bell
9:05 AM	*10:05 AM	Class begins
11:35-12:15 & 12:20-1:00		K/1 & 2-4 Student lunches/Recesses
3:35 PM		Students dismissed
4:05 PM		End of teacher day
4:00 PM		Office closes

\* indicates Wednesday late start for teacher collaboration

## DRESS CODE

- Wear appropriate clothing at all times
- No clothing with inappropriate or questionable logos or messages
- Shoes are to be worn at all times. No "Heelies"
- Flip-flops are strongly discouraged. Participation in P.E. and other physical activities will be prohibited if flip-flops are worn.

## CELL PHONES + PERSONAL ELECTRONIC DEVICES

We understand many parents provide cell phones for their children, but we require cell phones to be turned off and kept in backpacks until the child leaves school property. We have phones in the office for students to use should they need to make contact with a parent during the school day. Should a student violate this school policy, the phone will be taken and placed in the office until the end of the school day. Students are not allowed to use the school phone to make afterschool social plans; such plans need to be made at home and a permission note sent to school with the child.

Students who walk, ride bicycles or are brought to school by their parents, should arrive **NO EARLIER** than 8:45 AM (\*9:45 AM on Wednesdays) and follow the **SAFE SCHOOL ROUTE**. If students arrive prior to the first warning bell, they will need to report to the gym to either assemble with their classmates or eat breakfast in the cafeteria. Students will be excused from the gym at 9:00 AM (\*10:00 AM) to report to class.

## TRANSPORTATION CHANGES

Parents must inform the school in writing as to what their plan is for transportation home on a normal day. If there are any last-minute changes, please call the office by 2:30 p.m. Students must have written permission from a parent or guardian to stay after school or ride home with someone else. This can be done via email if necessary if the email is coming from the email address listed on Skyward.

## BUS TRANSPORTATION

The Ridgefield School District belongs to the KWRL Transportation Cooperative. This cooperative serves the local school districts of: Kalama, Woodland, Ridgefield and La Center. If you have questions regarding transportation services, please contact KWRL at **(360) 841-2023**, or visit them online at [kwrl.org](http://kwrl.org).

Find **SNOW ROUTES** on our district website - [ridgefieldsd.org](http://ridgefieldsd.org) - under Departments/Transportation.

## MORNING DROP-OFF

If parents choose to park and walk students, they must drop students off at the front door.

## AFTER SCHOOL PICK-UP

Students are to leave school promptly at the end of the school day to their normal destination. The school must have written permission from a parent/legal guardian to allow the student to go to a different destination.

If parents choose to pick up students after school they may park in the parking lot and walk to the waiting area for their student(s). Alternatively, parents may wait in the vehicle pick up line. Parents are unable to leave their vehicles and must slowly proceed to the pick-up area moving forward or stopping as directed by designated traffic coordinators.

## BREAKFAST - A GOOD START

Did you know that breakfast is the most important meal of your child's day? It provides the nutrients and energy he needs to concentrate in school. Research even shows that kids who eat breakfast get better grades, pay more attention in class and behave better. Help your youngster begin his day on the right foot. Ridgefield School District offers your child a daily balanced breakfast, which includes fresh fruits and whole grains.

## EXERCISE - IT ALL ADDS UP

Exercise does not have to be done all at once. Encourage your students to be active throughout the day---small amounts of time will add up! In general, school-age children should get at least an hour of physical activity each day. *Remember:* Regular exercise will not only make your child healthier—it will help kids sleep better at night and be in better shape to learn and play all day.

**Chartwells Food Services** provides a nutritious school lunch program that is USDA approved. Students are required to eat lunch every day, either one packed from home or purchased from school. The District utilizes unique biometric fingerprinting data to track Food Service activity. However, it does not store biometric data in any of its systems. The procedures for payment of lunches are as follows:

**Note: The District utilizes unique biometric fingerprinting data to track Food Service activity. However, it does not store biometric data in any of its systems.**

1. Either, students bring cash or checks to the office before school begins, or parents can pay online through the Ridgefield School District website using Skyward Family Access link. Individual usernames and passwords are available from the school office. Money is credited to the student's account. If payments need to be allocated to more than one student, you must notify the office or the food service director immediately.
2. Notices are sent home before an account reaches \$0 and again if the balance reaches \$0 and once again when or if the student has a negative balance of \$1.00 or greater.
3. Students will continue to be charged for lunches and notices will continue to go home regarding negative balances until the balance due is paid.
4. If your student has an outstanding balance or unpaid fines at the end of the school year, their final report card will be held. You may collect the report card from the front office by paying the outstanding balance or unpaid fine.

**For information regarding the National School Lunch Program/ School Breakfast Program visit our website or stop by the**

**front office.**

## JOIN US – BECOME A PTA MEMBER!

The PTA encourages all parents to join.

While most people think the role of a PTA is to fundraise, we believe successful PTA's don't live to fundraise, they fundraise to live. In other words, we focus on building the kind of school community where teachers and students can do their best work.

With reduced state level funding, fundraising is essential in filling the gaps to provide continued quality educational experiences for our children.

Here are just a few of the areas The PTA provides funding:

- Field Trip Transportation
- Teacher Discretionary Funds
- Extra Curriculum and Resources for Teachers
- Library Books and Upgrades
- Playground Equipment
- Family Activities

In addition to fundraising, we host family focused events to help bring our families closer to each other and our educational community. We also celebrate our teachers and everyone who helps make South Ridge a great school!

**VOLUNTEER!** We are always looking for volunteers to help.

Friend us on Facebook to keep up with all our latest efforts.

Membership forms are available at the front office and on the school website.



## VISIT

The most important aspect of parent involvement is knowing what your child is doing at school. You may call anytime for an appointment with your child's teacher. Our staff is willing to answer your questions or address any concerns you may have. Staff are available from 8:35-9:05 AM (9:35-10:05 AM on Wednesdays) and 3:35-4:05 PM daily. Our staff directory is located on our website.

The school year is organized into trimesters and report cards are sent home with the students at the end of each 12-week period. Parent conferences are held in October and early December. However, you may call for an appointment with your child's teacher or the principal anytime during the year.

**Classroom visits are welcome, but must be pre-arranged with the classroom teacher. All parents and/or visitors MUST scan their driver's license at the front office to obtain a visitor's badge. You must also return your visitor's badge when leaving the building. Returning your badge is important so that all visitors can be accounted for in the event of an emergency.**

Celebrations are to be kept to a minimum to decrease disruption to the learning environment. **Homemade treats are NOT allowed. Please do not send flowers, balloons or party invitations to school for students.** In lieu of sending birthday treats for your child, please consider donating a book to our library.

Due to increasing allergies and liabilities, animals are not allowed at school, unless authorized through the office.

## VOLUNTEER

Volunteering at the school is a great way to get involved. Many parents chaperone field trips, support teachers as a room parent, classroom helper or assist with special events. Volunteers are to be fully present while at school. Phone calls (unless an emergency) and conducting business while volunteering is not allowed. Volunteers need to follow student dress codes and be appropriate role models.

If you are interested, stop by our office for an application. This process is required prior to serving as a volunteer, including field trip chaperones.

Please remember as a volunteer it is critical to respect the privacy of students and staff. Each student with whom you work has the right to expect that nothing that happens to or about him or her will be repeated to anyone other than authorized school department employees.

# PARENT + STUDENT HANDBOOK SIGN-OFF

After reading the Parent + Student Handbook on the South Ridge Elementary website, please sign below and return this page to school with your child.

If you need a paper copy of the handbook, please let your child's teacher know so that one can be sent home with your student.

**DATE:**

***I have read and understand the South Ridge Elementary School Parent + Student Handbook 2020/2021.***

**STUDENT**

**SIGNATURE:**

**PRINT NAME:**

**PARENT/GUARDIAN**

**SIGNATURE:**

**PRINT NAME:**

**PLEASE INITIAL:**

It is the responsibility of the parent/guardian to provide the school with any legal documentation or court orders that apply to the student and are relevant to the child's education experience.

Students may not be dropped off at school prior to 8:45 AM.

I will follow the school's arrival and dismissal procedures.

If a child is absent, I will call the school before 8:45 AM.

# Thank You!

**South Ridge School**

<http://www.ridgefieldsd.org/o/south-ridge-elementary>