

# **COLUMBUS ELEMENTARY SCHOOL**

**200 Fuller Street  
Columbus, WI 53925  
(920)623-5950**



## **Student & Parent Handbook 2020-2021**

**Learning Today, Leading Tomorrow**

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## ***Mission Statement***

Columbus School empowers students to be community, career, and college ready.

## ***Vision Statement***

Create a global learning experience in rural Wisconsin.

## ***Our Belief***

We Believe All Students & Staff:

are valued.

are engaged in learning.

are responsive to unique learning needs.

have a place to belong.

appreciate diversity.

interacting with community will benefit all.

# **District Wide Notifications Required by District Policy, State & Federal Laws:**

## ***Academic & Career Planning Services for Students***

Academic and career planning services are required to be provided to students enrolled in grades 6 to 12 beginning in the 2020-21 school year. A school district's academic and career planning services must provide each student with:

- 1) Individualized support to assist the student with completing and annually updating his/her academic and career plan.
- 2) Access to an academic and career planning software tool; and
- 3) A means for connecting each student to school staff for assistance with the development and implementation of the student's personal plan.
- 4) If the student has a disability, the student's personal academic and career plan is shared with the individualized education program team to assist with planning transition services.

*PI 26.03(1)(b)1 of the Wisconsin Administrative Code.*

## ***Academic Standards in effect for the 2020-21 School Year***

The Columbus School District has adopted the Common Core Standards for English/Language Arts and Mathematics, including disciplinary literacy standards in the academic content areas of History, Social Studies, Science and Career/Technical Education. The District has adopted the Wisconsin Model Academic Standards for other areas. Additionally, Discovery Charter School has adopted the Next Generation Science Standards. The District has adopted the Common Core Essential Elements for educating students with significant intellectual disabilities for whom IEP teams determine other standards are not appropriate. These standards will be in effect during the 2020-21 School Year. For more information, please contact the District office.

## ***Asbestos Management Plan***

The Asbestos Hazard Emergency Response Act requires school districts to inspect their buildings for asbestos-containing building materials and develop, maintain and update an asbestos management plan. Columbus School District shall continue to maintain a safe environment for parents, students, visitors, and employees.

District Buildings were inspected by EPA accredited inspectors and samples analyzed by an independent lab. Based on the inspection, a state approved comprehensive management plan was made for handling asbestos within our buildings. Columbus School District has completed its AHERA 3-Year Re-inspection requirement. The buildings, where asbestos-containing materials were found, are encapsulated or removed. An Operations and Maintenance Program has been implemented. Federal law requires a six-month walk-through of areas containing asbestos. Buildings are re-inspected every three years. Environmental Management Consultants (EMC) is our contractor. Columbus School District maintains a list of materials found in each school building and a description and time table for proper management. A copy is available for review at District Office. To discuss the management of asbestos materials or with a question, EMC is available at (920) 648-6343.

## ***Bus Regulations, Discipline and Penalties***

Using the transportation system of the Columbus School District is a privilege. Standards of discipline must be maintained at all times in order to satisfy safety requirements. Whenever a driver must direct his/her attention away from the road, danger exists. Foremost in our minds is the safety of each passenger. Persons violating bus rules threaten the safety of others; therefore, misbehavior will be addressed appropriately.

### **WHILE RIDING THE BUS:**

- 1) Except for ordinary conversation, students shall observe quiet conduct on the bus.
- 2) Students shall stay in their seat while the bus is in motion.
- 3) Students shall not throw waste paper on the floor of the bus.
- 4) Students shall not have food or drinks on the bus.
- 5) No part of the body shall be extended through the bus window.
- 6) Students must be quiet while the bus is stopped for railway crossings.
- 7) Students shall not leave the bus from the emergency door unless an emergency exists.
- 8) Students cannot leave school grounds once the bus drops them off at school.

The riding privilege of a student may be revoked for violation of the rules or for conduct that is detrimental to the safe operation of the school bus. Only bus students should ride the District transportation. It shall not be used as a shuttle service for non-bus students. For further information, contact the Business Office at 623-5950, ext. 3154.

## ***Bus Transportation***

Bus transportation is provided for those children who live outside the city of Columbus.

Children who regularly ride the school bus but on occasion are picked-up by the parent or someone else, must bring a note to the homeroom teacher. Children whose parents have not written a note or called the school office by 2:30 will be required to ride the bus. If children miss the bus, parents are responsible for providing transportation.

Students who have approved applications for bus service will receive a copy of the Bus Rider Rules. Bus riders are expected to be familiar with and conform to these rules. If you have a bus complaint, the [District policy](#) (#9130) is to contact LAMERS Transportation at 1-800-236-8850, to resolve the conflict.

## ***CBD Products***

Students are prohibited from possessing, using, carrying, or distributing in school or on school grounds drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.). (Board Policy 5330)

## ***Child Nutrition Programs & Free & Reduced-Price Meal Information***

The Board of Education recognizes the importance of good nutrition to each student's educational performance. The District shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student. Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin

The Board designates that the Business Manager is designated to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals. Application forms for free and reduced-price meals are available online at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us). For more information about the Food Service Program, please view the District Policies and Regulations located at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us).

**Breakfast, Lunch & Milk Fees for 2020-21:**

Lunch Rates	Per Meal
Elementary School	\$ 2.85
Middle School	\$ 3.10
High School	\$ 3.25
Adult	\$ 4.10
Breakfast Rate	\$ 1.80
Milk (per carton)	\$ 0.50

Who can get free OR reduced price meals?

- All children in households receiving benefits from FoodShare, the Food Distribution Program on Indian Reservations (FDPIR)], or W-2 cash benefits are eligible for free meals.
- Children in households that receive Medicare benefits may qualify for free or reduced price meals.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.

Federal Eligibility Income Chart for School Year 2020-21			
Household size	Yearly (\$)	Monthly (\$)	Weekly (\$)
1	22,459	1871	431
2	30,451	2537	585
3	38,443	3203	738
4	46,435	3870	892
5	54,427	4535	1046
6	62,419	5201	1200
Each additional person:	7,992	666	153

Children may receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

Meal charge policy information can be accessed online at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us), in the food service account management portals, and communication to parents about low or negative account balances.

## ***Food Service-Nondiscrimination Statement***

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

*In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.*

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: Mail: U.S. Department of Agriculture | Office of the Assistant Secretary for Civil Rights 1400 | Independence Avenue, SW | Washington, D.C. 20250-9410; Fax: (202) 690-7442; or E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

## ***Closing of School***

All school closings due to inclement weather or other emergencies will be announced by 6:00 a.m., when possible. School closings will be posted on the District Web site ([www.columbus.k12.wi.us](http://www.columbus.k12.wi.us)) and through email notification. If it becomes necessary to dismiss students during the regular school day, announcements will be made through Twitter, Infinite Campus and local radio/television stations at the same time it is announced at school. If inclement weather has been forecasted, please try to form a plan with your child before they leave for school.

## ***Education for Employment Program***

Education for Employment was established in 1985 in response to the growing concern over the number of youth who failed to make a successful transition from school to postsecondary endeavors. s. 121.02 (1)(m), Wis. Stats., states that every school board shall provide access to an Education for Employment program. Chapter PI 26, the administrative rule for this program, was revised and became effective on July 1, 2004. On June 30, 2013, Wisconsin Statute 115.28(59) was signed to require implementation of academic and career planning (ACP) statewide beginning in 2020-21 for pupils enrolled in grades 6 to 12 in a school district.

It was determined that rather than creating a new rule addressing ACP, the current PI26 would be updated and revised to include the required ACP components. PI 26.03 Education for employment program.

(1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:

(a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.

(b) A process used to engage parents in academic and career planning. The process shall do all of the following:

1. Inform parents in each school year about what academic and career planning services their child receives.



2. Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning.

3. Update parents throughout the school year on the progress of their child's academic and career planning.

(c) A description of all of the following:

1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).

2. The career and technical education provided in the school district.

3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.

4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

(d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.

(2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:

(a) Career awareness at the elementary grade levels, including developing an understanding of the following:

1. Why people work.

2. The kinds of conditions under which people work.

3. The levels of training and education needed for work.

4. Common expectations for employees in the workplace.

5. How expectations at school are related to expectations in the world of work.

(b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.

(c) Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.

2. School-supervised, work-based learning experiences.

3. Instruction in career decision making.

4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.

5. Pupil access to career and technical education programs, including programs at technical colleges.

6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.

7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

(3) Beginning in the 2020-21 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:

(a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.

(b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.

(c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.

(d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15. For additional information: <https://dpi.wi.gov/acp/rule>

## ***Educational Options***

Children who reside in the Columbus School District have the following educational options:

Attendance at resident public schools in the Columbus School District, attendance at private schools participating in the Wisconsin Private School Choice program, attendance at charter school, attendance at state approved virtual schools, full-time open enrollment in the district of choice, youth options, course options, partial enrollment options for pupils enrolled in a home-based private educational program. Parents of children with disabilities are also advised of the special needs scholarship program. Under this program, a child with a disability who has been denied the opportunity to attend a nonresident school district under the full-time open enrollment program may be eligible to receive a scholarship from the DPI that allows the child to attend an eligible private school that is participating in the Special Needs scholarship program. The special needs scholarship program is a state administered program. For more information, contact the Wisconsin Department of Public Instruction or go to: <https://dpi.wi.gov/sms/special-needs-scholarship>.

Additional local options of choice include: community based 4 Year Old Kindergarten programs and private/parochial schools.

For more information on our district's educational options, please contact the Student Services Director Lisa Blochwitz, 920-623-5950 or [lblochwitz@columbus.k12.wi.us](mailto:lblochwitz@columbus.k12.wi.us).

## ***Head Lice Procedure***

*Wisconsin State Statute 115.28  
(54m)*

Because head lice are so easily transmitted from child to child, it is very important that you notify the school office if your child is being treated for head lice. If a child in the District is found to have lice, the child's parent will be contacted. The parents will have the opportunity for their child to finish the day, or if the parent chooses, the student can go home immediately if they are unable to complete their day. After treatment and upon returning to school, the child will be examined by the school health staff. To help control the spread of lice, information sheets will be sent home with each student explaining how to find and treat head lice.

## ***Homeless Children***

The District has resources to help families and students who find themselves in a situation where they may be homeless. Homeless children and youth must have equal access to the same free, appropriate public education as provided to other children residing in the district and be provided with comparable services. Please contact Lisa Blochwitz, 920-623-5950 or [lblochwitz@columbus.k12.wi.us](mailto:lblochwitz@columbus.k12.wi.us). Additional resources: McKinney-Vento Homeless Assistance Act; National Center for Homeless Education website.

### **Definition of Homeless Children and Youth:**

The term 'homeless children and youth' means school-aged individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youth who:

Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.

- Are living in motels, hotels, or camping grounds due to lack of alternative adequate accommodations.
- Are living in emergency and transitional shelters.
- Are abandoned in hospitals; or are awaiting foster care placement.
- Have a nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for humans.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Are runaway children or children who are abandoned.
- Children awaiting foster care placement.

## ***Human Growth & Development***

School Districts that offer human growth and development instruction are required to annually provide parents with an outline. The outline is of the human growth and development curriculum used at their child's grade level and information about how they can inspect curricular and instructional materials.

No student may be required to take instruction in human growth and developmental generally or in specific subjects within the program if the parent/guardian files a written request that the student be exempted. Students exempted from human growth and development will still receive instruction in the subjects under *Wisconsin Statute 118.01(2)(d)2c* (knowledge of physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body; and knowledge of effective means by which students may recognize, avoid, prevent, and halt physically or psychologically intrusive or abusive situations which may be harmful to students).

If you have a question regarding the curriculum offered, please contact the Director of Curriculum & Instruction, Becky Schmidt, at 920.623.5950.

## ***Illness Procedure***

During times when communicable diseases are common, extra care is taken to sanitize desks, door handles, and other often used items. In an effort to minimize exposure to other students, please keep your child home in the following situations:

- Child has had a temperature of 100 or higher
- Child has had vomiting or diarrhea
- Child has been diagnosed & treated for strep throat, pink eye, or any other contagious illness.
- Once your child has been free of symptoms for 24 hours, without any fever reducing medication, he/she may return to school.

## ***Illness at School***

If a student becomes ill during the day, he/she will be sent to the health office for care. A short rest period may be all your child needs. Parents will be contacted and asked to pick up their child if the following has occurred:

- Vomiting
- Temperature exceeds 100 degrees
- Symptoms of contagious conditions
- Stomach ache or nausea, severe headache, or any other condition that prohibits your child from being responsive in the classroom.

Health room space is limited and a sick child is more comfortable at home.

NOTE: The office needs a current list of emergency contacts who are able to pick up your child if you cannot be reached.

### ***Infinite Campus – Family Access***

Infinite Campus is an internet tool that allows parents to keep in touch with their child's activities at school. Infinite Campus gives parents the opportunity to log in to the Columbus Middle School database and obtain their child's:

- Student Information (name, address, family and emergency information)
- Attendance (including absences and tardiness)
- Current Class Schedule
- Lunch Account Information (balance, purchases & deposits)
- Grading Information (including current grades, assignment grades)

Infinite Campus can be found by going to the District Web site at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us) If you are having trouble connecting to Infinite Campus or need your login and password information, Tech Department, ext. 3152.

### ***Medication Policy***

Parents/guardians are reminded that any medication taken by students during the school day must have a new authorization form completed each school year. Over the counter medications require the signature of the parent/guardian. These medications or drug products must be kept in the Health Office. Prescription medications require the signature of the parent/guardian and the signature of the prescribing health care provider. All prescription medication must be given by the school nurse or the school administrative assistant. All medication should be in the original and properly labeled container. In the instance of prescription medications, a pharmacy-labeled container is required and includes:

- a) Student's full name.
- b) Name of drug and dosage.
- c) Mode of administration.
- d) Time it is to be given.
- e) Date of expiration.
- f) Prescriber's name.

Forms are available in each of the building offices. Medication consent forms must be on file with the school for all medications administered by school staff. If the medication is a prescription medication the prescriber/practitioner must also complete the medication consent form in addition to having the parent signature. Call Mary Hughes, School Nurse at 623-5954 with questions.

### ***Parent Notification of Absence Required***

The District Administrator shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The District reserves the right to verify such statements and to investigate the cause of each absence.

Attendance at school is primarily the responsibility of the student and the parent. It is the responsibility of the parent/guardian to provide reasons for their child's absence. In case of an absence, a parent or guardian should contact the school (623-5950, option 1). A call can be made at any time day or night. If you get voice mail,

please leave a message. If the school is not notified, a personal call mid-morning will be made to inform parents that their child is absent. In the event a parent is unable to be contacted, an emergency contact will be called. Professional notes should be submitted to the office to be excused for appointments.

### ***Personal Electronic Communication Devices***

Elementary and Middle School students may not use personal communication devices (PCDs) during the school day. This prohibition does not include District-owned devices. High School students may use personal communication devices (PCDs) before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited.

However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal.

For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person **may** have their PCD confiscated and held until the end of the school day or a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an

impression of being threatened, humiliated, harassed, embarrassed or intimidated. See *Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior*. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated by school officials, it will be released/returned to the student or the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's principal's office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with *Policy 5771 – Search and Seizure*. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Students are to store computers in school lockers when not in use (not gym lockers). Any problems with computer operation, lost or stolen computers, etc. will be handled by Tech Department at 623-5950 ext. 3160. See computer agreement forms for further information. *Wisconsin § 118.258(2)*.

### ***School Accountability Report***

Each public school in the State of Wisconsin is required to share their school accountability report with the parent/guardian of each student. The report is prepared by the Wisconsin Department of Public Instruction (DPI). The DPI is required to collect appropriate data and include academic assessment and progress

information. Under federal law, the DPI must prepare a district report card that is concise, presented in an understandable and uniform format and in a language that parents can understand. This information must be accessible to the public. The accountability report card can be found at:

<https://dpi.wi.gov/accountability/report-cards> Information in this report includes: student achievement, student growth, closing gaps, and on-track and post-secondary readiness information. The annual school district report card includes information on the district as a whole and each school served by the District. A link to the accountability report is also available at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us). *Wisconsin § 115.385(4)*.

## ***School Visitors***

Parents or other visitors are required to report to the office before making contact with a child, teacher, or classroom. This includes situations where a student is being picked-up or delivered during the school day. Students may not leave the school grounds at any time without permission.

Please pre-arrange visits with your child's teacher to ensure a time that works best for all involved.

Impromptu visits are strongly discouraged. Please limit your visit to about 30 minutes. If you plan on staying longer, please have the visit approved in advance by the principal. Animals being brought to school by parents/visitors must be kept in a box or cage for the duration of the visit. Animal visits must be planned ahead of time and approved by the principal.

To enter the building, please ring the door buzzer and when prompted, state your name and purpose of the visit. Once you are in the office, please have your driver's license ready to scan in our [Raptor](#) system. Wear the sticker badge throughout your entire visit. When you are done with your visit, check out with the office staff before leaving the building.

## ***School Wellness Policy***

As required by law, the Board of Education establishes the following wellness policy for the Columbus School District as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students' healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The District sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;

- promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
- provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- promote the health and wellness of students and staff through other school based activities.

Contact your Building Principal for more information.

### ***Special Education***

The Columbus School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Lisa Blochwitz, 920-623-5950 or [lblochwitz@columbus.k12.wi.us](mailto:lblochwitz@columbus.k12.wi.us).

### ***Student Achievement Level & Academic Growth***

The parent/guardian of each student in our schools will receive information on the achievement level and academic growth of their child on each of the state academic assessments.

#### **Student Attendance**

State law requires the District to enforce the regular attendance of students. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.



## ***Student Assessment***

School districts that receive Title I funding from the Federal government are required by the *ESEA (20 USC § 6312(e)2A)* to notify parents of each student attending our schools that the parent may request information regarding our district policy regarding student participation in any assessments mandated by law and by the Columbus School District. State law (*§118.30(2)(b)*) of the Wisconsin State Statutes establishes a parental right to excuse their child (in writing to Building Principal) from taking the state-mandated examinations in grades 4, 8, 9, 10, and 11. Please see District Policy and Regulation # 2623 *Student Assessment*.

The Board of Education authorizes the District Administrator to assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

The District Administrator shall develop a program of testing and assessment that may include:

- State-required tests;
- curriculum-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual and group projects, performances, portfolios, and samples of best work;
- assessment tests;
- aptitude tests;
- achievement tests;
- vocational inventories.

Testing:

- Tests will be administered by persons who are qualified under State law and regulation;
- Parents will be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- Data regarding individual test scores will be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
- The results of each school-wide, program-wide, and District-wide test be made part of the public record.
- All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

## ***School Attendance Officer***

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities s/he is required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of

students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.

- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's *Policy 8330 - Student Records*

### ***Excused Absences***

As required under State law, a student shall be excused from school for the following reasons:

- A. Physical or Mental Condition. The student is temporarily not in proper physical or mental condition to attend a school program.
- B. Obtaining Religious Instruction. To enable the student to obtain religious instruction outside the school during the required school period (see *Policy 5223 - Absences for Religious Instruction*).
- C. Permission of Parent. The student has been excused by his/her parent **before the absence** for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:
  - professional and other necessary appointments (e.g., medical, dental, and legal)
  - to attend a funeral
  - legal proceedings that require the student's presence
    - college visits
    - job fairs
    - vacations
- D. Religious Holiday. For observance of a religious holiday consistent with the student's creed or belief.
- E. Suspension or Expulsion. The student has been suspended or expelled.
- F. Program or Curriculum Modification. The District has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.
- G. High School Equivalency – Secured Facilities. The District has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent agrees that the student will continue to participate in such a program.
- H. Child at Risk. The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

A student may be excused from school, as determined by the School Attendance Officer, or his/her designee, for the following reasons:

- Quarantine. Quarantine of the student's home by a public health officer.
- Illness of an Immediate Family Member.
- Emergency. An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

### ***Unexcused Absences***

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter.

### ***Late Arrival and Early Dismissal***

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District.

The District recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

### ***Release of Students***

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her. No student shall be released to anyone who is not authorized such custody by the parents.

### ***Truancy***

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute *Sec. 118.15, Wis. Stats.*, will also be considered truant.

A student will be considered a habitual truant if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

### ***Notice of Truancy***

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. Notice shall be made by personal contact or telephone call, if possible, and a written record of this notice shall be kept. In the event that an attempt is made to contact the parent by personal contact or telephone call and the parent is not reached, notice may be provided by 1st class mail. If such notice is not effective, notice shall be made by mail. This notice must be given every time a student is truant until the student becomes a habitual truant.

### ***Notice of Habitual Truancy***

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail, which contains the following:

- A. a statement of the parent's responsibility under State law to cause the student to attend school regularly

- B. a statement that the parent or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent meet with the appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent the date for the meeting may be extended for an additional five (5) school days.
- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent if s/he fails to cause the child to attend school regularly as required by State law

The School Attendance Officer will also continue to notify the parent of a habitual truant's subsequent unexcused absences.

### ***Referral to the District Attorney***

Truancy cases will be referred to the District Attorney.

### ***Make-up Course Work and Examinations***

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence, unless extended by the principal based upon extenuating circumstances. For additional information, please contact the Building Principal.

### ***Notice of Rights***

Students and their parents/guardians have a right to request the board to provide the student with program or curriculum modifications as outlined in section 118.15(1)(d) of the State Statutes, and the decision-making process to be used in responding to such requests. *Wisconsin § 118.16(4)(d); 118.15(1)(d) and (dm) and e.*

### ***Student Bullying***

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The District will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off

school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

**Definition of "Bullying":**

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

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "'Cyberbullying' – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The District recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyber bullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by *Policy 5517 – Student*

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as hazing, consult *Policy 5516*.

### ***Complaint Procedures***

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with *Policy 5517 – Student Anti- Harassment*.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### ***Records and Reports***

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy. An annual summary report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior.

### ***Student Locker Searches***

The board retains ownership and possessory control of all student lockers and designating the school official, employee or agent positions that may conduct locker searches are required by section 118.325 of the state statutes. District Policy & Regulation #5771 is available at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us). Designated school officials, (District Administrator, Building Principals, Assistant Principals, Administrators, and Dean of Students) may search a student's locker without the consent of the student, without notifying the student and without obtaining a search warrant. WI § 118.325.

### ***Student Non-Discrimination***

It is the policy of the Columbus School District that no person be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, religion, or physical, mental, emotional or learning disability or handicap as required by §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 encourages informal resolution of complaints under this policy. However, formal complaint resolution procedure is available to address allegations of violations of this policy in the Columbus School District. Any questions should be directed to: Lisa Blochwitz, 920-623-5950 or

### ***Non-Discrimination Statement Columbus School District***

In accordance with Federal civil rights law and US Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information, (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

This institution is an equal opportunity provider.

### ***Student Privacy***

District Policy 2416 provides for privacy of information that could be obtained from surveys. For certain surveys, written permission will be required before they are taken. Questions can be directed to the building principal.

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents/guardians, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

### ***Video Surveillance/Electronic Monitoring***

The function of surveillance cameras is to assist in protecting the safety and property of the School District



students and staff. The primary use of surveillance cameras will be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file. The School District will not install cameras in areas where persons have a reasonable expectation of privacy. (Policy 7440.01).

### ***Student Records***

The Columbus School District maintains student records for each student attending school in the District. State and federal laws require that the maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. Exceptions will only be made when the student's parent or guardian, or an adult student, grants permission. Adult students, or the parent or guardian of a minor student, may inspect student records kept by the school in accordance with Board policy and procedures, and may challenge the content if they believe it to be inaccurate or misleading. Please contact your Building Principal for additional information. Copies of the District student records policy (8330) and procedures are available online at [www.columbus.k12.wi.us](http://www.columbus.k12.wi.us). Complaints regarding student records may be made to the Superintendent. A complaint may also be filed with the Family Policy Compliance Office of the U.S. Department of Education alleging District noncompliance with FERPA (Family Educational Rights and Privacy Act) requirements.

Further, the Columbus School District Board of Education has designated the following student record information as directory data:

- A. a student's name;
- B. photograph;
- C. participation in officially-recognized activities and sports;
- D. height and/or weight, if a member of an athletic team;
- E. date of graduation;
- F. degrees and awards received.

This directory data shall be considered public information and may be released to any person **unless** the parent, guardian, or adult student informs the school in writing that all or any part of the directory data may not be released without the prior consent of the parent, guardian, or adult student. The District will not release directory data earlier than 14 days after the initial written notice to the adult student, parent or guardian, or after the District has been restricted from doing so by any of those parties.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:

1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
  2. the parent or eligible student, upon request, receives a copy of the record; and
  3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record;
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction; Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities; the

disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. The District will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazine, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school- related or education-related activities
- F. student recognition programs

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

To file discrimination complaint alleging district noncompliance with FERPA requirements with the Family

Policy Compliance Office of the U.S. Department of Education, go to:  
<https://www2.ed.gov/policy/gen/guid/fpco/index.html>

### ***Student Religious Accommodations***

The Board of Education desires to cooperate with those parents who wish to provide for religious instruction for the children but also recognizes its responsibility to enforce the attendance requirements of the State. The Board shall permit students, with written parental permission, to be absent from school during required school periods at least sixty (60) minutes but not more than 180 minutes per week to obtain religious instruction outside of school.

A student must be properly registered and a copy of such registration must be filed with the principal. The supervisor of the religious instruction must report monthly to the District the names of the students who are attending the weekly instruction.

The District will assume no liability for a student while attending religious instruction nor will it provide transportation for such instruction.

No solicitation for attendance at religious instruction shall be permitted on District premises. No member of the staff shall encourage nor discourage participation in any religious instruction program. *118.155, WIS. STATS.*; PI 41.04(1)(a)

### ***Suspensions***

In-School Suspension:

In-school suspension is for serious behavior problems. In-school suspensions are assigned only by the principal or assistant principal. The purpose of an in-school suspension is to modify the behavior of the student through the restriction of the student's ability to interact with other individuals in school.

Parents will be notified of the in-school suspension. Students may be assigned to the in-school suspension area for various amounts of time. Students will work on assignments while serving their in-school suspension. If more than a half day is served, it will affect any co-curricular club or activity participation. District Policy & Regulation # 5610.

Out of School Suspension:

Students may be suspended from school by the principal, assistant principal for serious or repeated behavior violations. Parents will be notified of the suspension and reason for the suspension. Suspended students may not be on school grounds nor participate in any school activities while on suspension.

### ***Teacher Qualifications***

The Elementary and Secondary Education Act (ESEA) requires schools to offer parents with children in Title I schools additional information about the teaching staff each year. Specifically, you have the right to ask for information about:

The professional qualifications of your child's classroom teacher, including:

- a. whether the teacher has met Wisconsin licensing criteria to serve the grade assigned,
- b. whether the teacher is teaching under an emergency or provisional status, and
- c. the undergraduate and graduate field of study of the teacher.
- d. the professional qualifications of a paraprofessional providing services to your child.

To get the information, you may call Becky Schmidt, Director of Curriculum and Instruction at 920.623.5950 for additional information.

### ***Volunteering***

If you are interested in volunteering at the Columbus School District, please contact the school office for the Volunteer Handbook with additional details.

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## ***WELCOME MESSAGE FROM THE PRINCIPAL***

Greetings and a very warm welcome to the Columbus Elementary School. I am Beth Hellpap, principal of Columbus Elementary School. I am entering my 5th year as principal and am excited to share your child's journey with you as an educational partner. Here at CES we believe that learning academics and social-emotional skills is equally important. My energetic staff takes pride in being a role model for your child both academically and in character. The first years of a child's education is vital in their growth as a learner and we at Columbus Elementary School are honored to be a part of your child's adventure.

### ***School Hours***

**MAIN OFFICE HOURS:** 7:15 a.m. - 4:00 p.m.

**SCHOOL HOURS:** 7:50 a.m. – 3:15 p.m.

**LATE START DAYS:** School starts at 10:00.

- Buses will run on a normal schedule during late starts. Activities will be available for students at each school during the late starts from (7:50 a.m. – 9:50 a.m.).

**EARLY RELEASE DAYS:** 1:15 p.m. dismissal

**TWO-HOUR DELAY (WEATHER):** School starts at 10:00. NOTE: No breakfast will be served

### ***School Contact Information***

Mrs. Beth Hellpap, Principal

Phone: 920-623-5950 Extension 1111 or E-Mail: ([bhelpap@columbus.k12.wi.us](mailto:bhelpap@columbus.k12.wi.us))

Mrs. Karen Westlake, Dean of Students

Phone: 920-623-5950 Extension 1155 or E-Mail: ([kwestlake@columbus.k12.wi.us](mailto:kwestlake@columbus.k12.wi.us))

Mrs. Lisa Gentz, Administrative Assistant

Phone: 920-623-5950 Extension 1161 or E-Mail: ([lgentz@columbus.k12.wi.us](mailto:lgentz@columbus.k12.wi.us))

Mrs. Mary Marty, Office Administrative Assistant

Phone: 920-623-5950 Extension 1162 or E-Mail: ([mmarty@columbus.k12.wi.us](mailto:mmarty@columbus.k12.wi.us))

If you need to contact a specific staff member, you may get that information directly from the district website or you may call the Main Office during normal school hours and you will be transferred to their phone extension or given their email address.

**School Phone Number**

(920) 623-5950

**Absence Phone Number.....** (920) 623-5950 option 1

**Absence Email Address**

[mmarty@columbus.k12.wi.us](mailto:mmarty@columbus.k12.wi.us)

## ***Frequent Concerns Contact Information***

Please use the chart below to guide your feedback and concerns.

<b>Questions/Concerns</b>	<b>First Contact</b>	<b>Second Contact</b>	<b>Third Contact</b>
<b>Academic Progress</b>	Teacher/Class	Homeroom Teacher/Assistant Principal	Counselor
<b>Alcohol/Drug Use or Abuse</b>	Counselor	Assistant Principal	Psychologist/ Principal
<b>Attendance</b>	Student Office	Assistant Principal	
<b>Behavioral or Emotional Issues</b>	Teacher	Counselor	Assistant Principal/Psychologist
<b>Bussing (Routes and Behavior Issues)</b>	Lamers Bus Services	Principal	Assistant Principal
<b>Calendar for School or Co-Curricular Activities</b>	School Website School Main Office	Athletic Director	
<b>Class Schedule/ Class Selection</b>	Counselor		
<b>Discipline in a Particular Class</b>	Teacher/Class	Assistant Principal	Principal
<b>Financial/Resource Assistance</b>	Counselor	Assistant Principal	Principal
<b>Food Service: Lunch Accounts</b>	Food Service	CMS Main office	District Office
<b>Grades/Assessment</b>	Teacher/Class	Homeroom Teacher	Counselor
<b>Field Trips</b>	Teacher/Class	Homeroom Teacher	
<b>Registration Fees</b>	District Office		
<b>Lockers</b>	Counselor		
<b>School Involvement with Outside Agencies Community, Mental Health, Human Services</b>	Counselor	Assistant Principal	Principal/Psychologist
<b>Health Concerns and Medications</b>	School Nurse	Health Secretary	
<b>School Policies/Procedures</b>	Assistant Principal	Principal	
<b>Summer School (Enrichment)</b>	Principal		
<b>Summer School (Learning Academy)</b>	Principal		



## ***Building a Learning Community***

We use the Responsive Classroom approach in our school. This approach to teaching and learning fosters safe, challenging and joyful elementary classrooms and schools. Most staff members at our school have been trained in this comprehensive model. The guiding principles of Responsive Classroom are listed below. These principles are at the core of everything we do in our school.

The social curriculum is as important as the academic curriculum. How children learn is as important as what they learn: process and content to hand-in-hand.

The greatest cognitive growth occurs through social interaction. To be successful academically and socially, children need to learn and practice specific social skills. Five particularly important skills are cooperation, assertion, responsibly, empathy, and self-control (often referred to in the Responsive Classroom approach with the acronym CARES).

Knowing the children, we teach - individually, culturally, and developmentally is as important as knowing the content we teach. Knowing the families of the children we teach is as important as knowing the children we teach. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

The beginning of the school year is a time when guidelines are set and practices as to how we get along and learn together at school. Teachers spend time explaining, describing and having students practice routines. Everything from choosing a book to read, lining up for lunch, and getting our materials are modeled and practiced. They remodel and practice routines throughout the school year, as necessary.

## ***Academic Program Overview***

We strive to meet each child's academic needs through the use of instructional models that encompass best-practices and are aligned with state standards.

LITERACY is a huge part of your child's day at the elementary level. We follow the Teachers College Units of Study for reading and writing. For more information, visit [www.unitsofstudy.com](http://www.unitsofstudy.com)

Our math programs emphasize core skill development and problem-solving opportunities. Our district from 4K through grade five uses Everyday Math (<http://everdaymath.uchicago.edu/parents/>). Your child's teacher will talk with you about ways that you can support your child's math learning.

The ARTS are an important part of our program at Columbus Elementary School. All students receive music, art and physical education. We rotate through four concert programs, allowing children to experience each of them during their elementary career.

Our programs include:

- Paint the Town December
- Clowning Around
- It Starts with Me
- This is America

Because of the size of the crowd, our programs are held at the Columbus High School in the evening.

## ***School Code of Conduct***

We believe that:

- Student achievement and self-concept are greatly influenced by behavior
- Children need and will seek security and consistency
- Respect is the basis for all relationships
- Children learn the behaviors modeled by the adults in their lives
- Clear expectations and logical consequences provide a framework for helping a child learn appropriate behavior
- Children must be encouraged to practice responsible behavior; students should conduct themselves in a manner which does not interfere with the learning or safety of others.

## ***Positive Behavior Focus***

Schools that implement a PBS focus are team-based. Schools use systematic approaches and teach appropriate behavior to all students in the school. Schools that have been successful in building district-wide systems develop procedures to accomplish the following:

### **1. Behavioral Expectations are *defined*.**

A small number of clearly defined behavioral expectations are defined in positive, simple rules, such as the Cardinal Code:

**Be Respectful - Be Responsible - Be Safe**

### **2. Behavioral Expectations are *taught*.**

The behavioral expectations are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula.

### **3. Appropriate Behaviors are *acknowledged***

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.

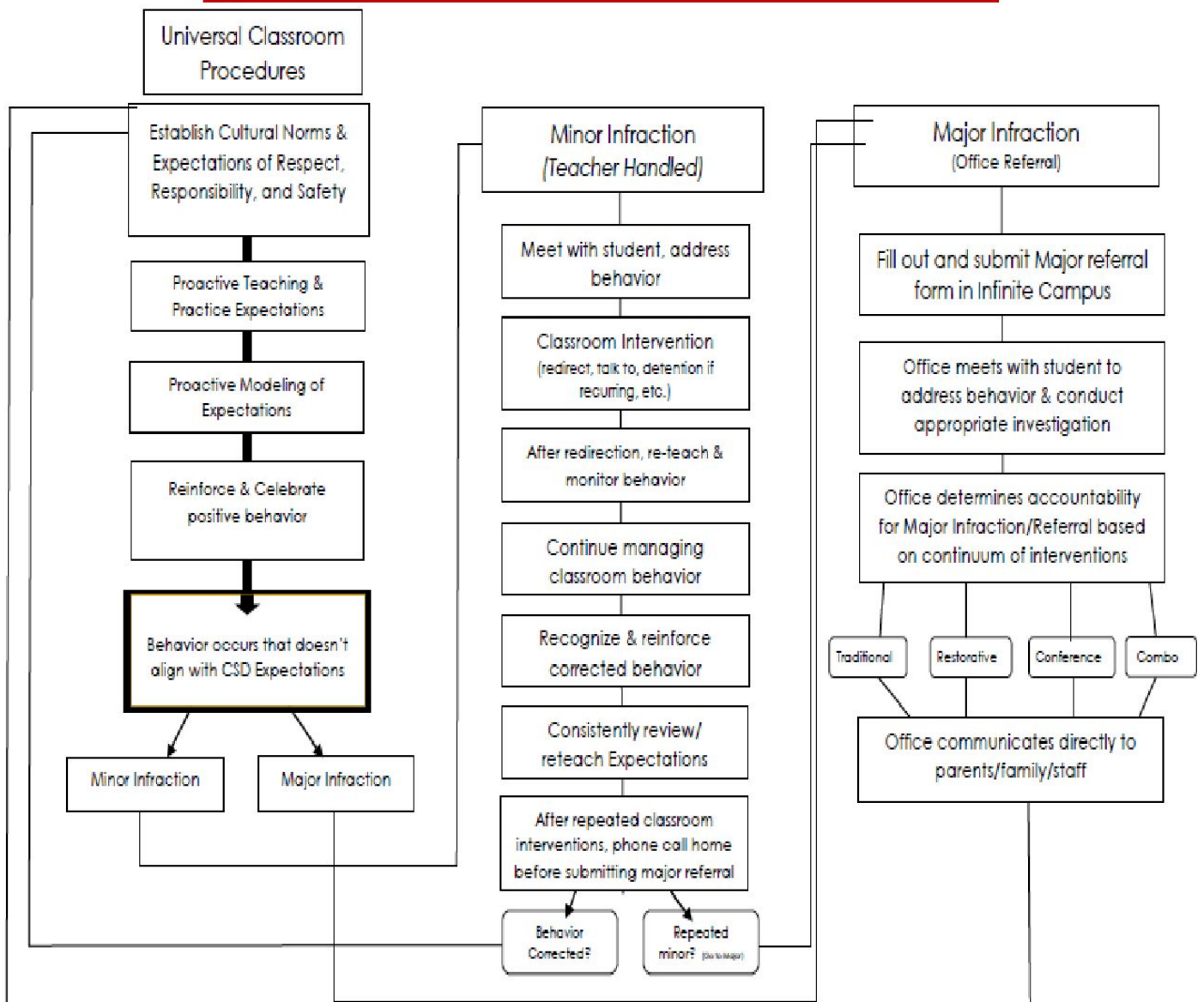
### **4. Behavior Errors Are Corrected Proactively**

When students violate behavioral expectations, clear procedures are needed for providing them with feedback, and preventing their unacceptable behavior from resulting in inadvertent rewards.

Students, teachers, parents, and administrators all should be able to predict what will occur when behavioral errors are identified.

## ***Positive Behavior Support System***

Below you will see the CSD behavior flowchart. This chart is used by all Columbus Schools as a framework for students, staff and parents to understand the steps that will be taken when a behavior occurs in school. The left column signified the universal classroom procedures that promote positive behavior in school. The center column indicates the process taken when a child has a minor behavior and the right column indicates the process used when a major behavior occurs.



## ***Minor/Major Infractions Chart***

The chart below contains some examples of behavior and possible classification for major and/or minor infractions.

<b>Infraction</b>	<b>Major/ Minor</b>	<b>Behavior</b>
<b>Bullying/Cyberbullying</b>	<b>Major</b>	<b>Participating in unwanted, aggressive behavior among people that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time</b>
<b>Cheating/Plagiarism</b>	<b>Major</b>	<b>Copying answers from someone else or using resources when not approved by a staff member.</b>
<b>Chronic and/or Severe Minor Violations</b>	<b>Major</b>	<b>Repeated failure to follow school rules</b>
<b>Columbus School District Acceptable Use Policy Violations</b>	<b>Major or Minor</b>	<b>Violating the Columbus School District electronic and/or computer policy</b>
<b>Destruction of School Property/Vandalism</b>	<b>Major</b>	<b>Destroying the property of others causing financial loss (unintentionally / intentionally)</b>
<b>Disrupting the Learning of Others</b>	<b>Minor</b>	<b>Causing disorder and/or upsetting the learning environment which in turn interferes with any student's ability to learn</b>
<b>Dress Code Violation</b>	<b>Minor</b>	<b>Wearing attire that is not in agreement with the standards of dress deemed appropriate by the as described in the student handbook</b>
<b>Electronic Devices (Except for school issued computer)</b>	<b>Minor</b>	<b>Using personal electronics at the wrong time; electronics must be stored in lockers at all times</b>
<b>Harassment</b>	<b>Major</b>	<b>Participating in verbal, physical, sexual or cyber-related behavior intended to disturb, upset, embarrass, or harm someone else (including public displays of affection)</b>
<b>Inappropriate Comments</b>	<b>Minor</b>	<b>Blurting out a comment unrelated to the subject matter being targeted, including, but not limited to: insults and name-calling</b>
<b>Inappropriate Language/Swearing</b>	<b>Major or Minor</b>	<b>Using disruptive language not suited for school use or/and obscene or foul language including swearing and slurs</b>
<b>Leaving Assigned Area/School Grounds</b>	<b>Major</b>	<b>Leaving the place a student is supposed to be without permission</b>
<b>Noncompliance/Insubordination/Defiance</b>	<b>Major or Minor</b>	<b>Not following directions as they are intended – intentionally ignoring staff delivered directives after redirection</b>

<b>Physical Aggression/Fighting</b>	<b>Major</b>	<b>Using intentional force against another including inappropriate contact and throwing of objects for the purpose of causing harm</b>
<b>Physical Contact</b>	<b>Minor</b>	<b>Playing with the potential for injury (unintentionally/intentionally)</b>
<b>Preparedness/Disengaged</b>	<b>Minor</b>	<b>Arriving unprepared to class; mentally or physically</b>
<b>Property Misuse/Damage</b>	<b>Minor</b>	<b>Not handling school or someone's property in a protective way or as it is intended or allowed to be used. Toys or electronics must be turned off &amp; kept in backpacks while school is in session</b>
<b>Running/Unsafe Travel in Building</b>	<b>Minor</b>	<b>Going through the building in any other way besides walking</b>
<b>Tardiness</b>	<b>Minor</b>	<b>Arriving tardy to school, class, lesson, or scheduled group</b>
<b>Stealing</b>	<b>Major</b>	<b>Taking another person's property without that person's permission.</b>
<b>Truancy</b>	<b>Major</b>	<b>Excessively missing school (including tardiness) as determined by the school support team, and Wisconsin law</b>
<b>Use and/or Possession of Tobacco, Drugs, or Alcohol</b>	<b>Major</b>	<b>Any person on school grounds may not possess/sell or deliver any substance or paraphernalia containing tobacco, alcohol, or anything defined as a drug (this includes imitation or look-a-like product)</b>
<b>Weapons (real or toy)</b>	<b>Major</b>	<b>Possessing a knife, gun, ammunition or anything associated with causing harm towards another person</b>

**\* This is not an exhaustive list of behavior infractions. Administration will deem appropriate classification.**

### ***Potential Consequences***

Columbus Elementary School believes that all students should have the opportunity to enjoy their school experience to the fullest extent whether at the bus stop, on the bus, at school, in the community, or representing our school in some other capacity. However, if a student has earned a Behavioral Expectations Report from a staff member, an administrator will meet with the student involved to address the expectation(s).

Information obtained by the school administration which would indicate a student may have compromised the behavioral expectations will be referred to the Dean of Students who will contact the student and afford them their due process rights. Due process includes the student being given the opportunity to provide his/her perspective of an incident without predetermined judgment by school administration. If the school administration is notified of a potential compromise to the behavioral expectations that involves law

enforcement, school administration will do their own investigation separate from law enforcement per state statute 118.127.

The following consequences may be administered as necessitated by the action(s) when found to have compromised expectations in regards to academic, attendance and behavior:

Behavioral Expectations Report filed:

- Apology
- Loss of privileges
- Confiscation of item
- Financial restitution
- Lunch detentions
- After school detentions
- Transportation modifications
- In school suspension
- Out of school suspension
- Dropped from a course with a failing grade
- School/Community service
- Parent notified
- Police notified
- Alternative education placement
- Assistance from community services
- Permanent dismissal
- Expulsion

The following charts will be used to guide consequences for behavior. This is not an exhaustive list.

## DISCIPLINE LEVELS

Level 1 Incidental Violation	Level 2 Minor Violations	Level 3 Major Violations	Level 4 Severe Violations
Minimal interference with instructional Process	Interference with instructional process	Severe Disruption	Office Managed and recorded
Teacher managed	Teacher managed and recorded	Office Managed and recorded	
*Off task behaviors *Lack of preparation *Inappropriate language *Hats and Hoods *Minor Dress Codes	*Repeated Level 1 Violations (3 write ups) *Disruptions *Disrespect *Inappropriate language directed at another student *Misuse of school property *Physical Contact *Tardiness (first 3) *Electronic Device Violations	*Chronic Teacher Managed issues (3 or 6 IC write ups) *Fighting *Inappropriate language directed at a Teacher *Plagiarism/Cheating *Harassment/Bullying *Truancy *Property Damage/Vandalism	*Drugs, alcohol or tobacco *Vape Pens *Weapons *Threats *Assault *Theft

# ADDRESSING STUDENT BEHAVIORS

Level 1	Level 2	Level 3	Level 4
* Maintain the flow of Class	* Contact Home	* Conference with Student	* Columbus Police Department
* Redirect	* Corrective Assignment	* Phone call to Parents	* Out of School Suspension
* Proximity Control	* Loss of class privilege	* Conference with Parents	* Expulsion
* Nonverbal cues to correct	* Teacher Detention	* Detentions	
* Verbal Warning	* Improvement Plan	* Loss of Privileges	
* Seat Change	* Parent/Teacher Conf	* In School Suspension	
* Conference with student	* Written Contract	* Out of School Suspension	

Parental notification will accompany any consequences to foster a strong relationship between home and school with the goal to promote positive student behavior through the combined efforts of families and staff of the district. Parents shall have the right to appeal disciplinary actions to next level of administration. (see [Due Process Rights Policy 5611](#))

## ***OTHER SCHOOL INFORMATION***

### ***Bringing Articles to School***

Students should not bring toys (including balls) or electronic devices to school. Cell phones must be turned off and kept in the book bag. Phones can be used after school only.

If a child is requesting the use of a sensory tool, it must be approved by the classroom teacher.

Weapons which can cause bodily harm or property damage, or items which bear a realistic resemblance to a dangerous weapon, are not permitted on school premises. Disciplinary action will be taken.

### ***Classroom Requests***

It is our belief at Columbus Elementary that children learn best in classrooms with a nice mix, or balance, of children. The balance that we strive for includes gender, ability, and social development. Much effort goes into developing our class groupings. From time to time, a parent may request that their son/daughter is not in class with another child or may indicate a teacher preference. This might be allowed when it seems to be in the best interest of the student and when it doesn't interfere with our goal of maintaining balanced classrooms.

### ***Fire, Tornado and Lock/Secure Drills***

Columbus Elementary School staff and student participate in fire, tornado and lock/secure drills designed to prepare them for emergency actions in the event of a natural disaster or violent event situation. These drills take place on a regular basis throughout the year.

Teachers discuss these procedures with their students prior to the first drill each year, emphasizing that the drills help prepare us to take the safest actions in emergencies. Teacher also regularly review and asses drill

procedure with their students throughout the school year.

In case of a tornado warning, children will stay in their secure location until the all-clear signal is given. Parents should not come to school to get their children during a tornado warning.

### ***Morning Procedures***

All students will go directly to the playground area in the morning. Playground supervision begins at 7:30. Breakfast is served in the classroom starting at 7:50. For safety purposes, parents are not allowed in the hallways prior to the start of school. If you need to speak to a teacher, please stop in the office and present your driver's license to initiate our visitor process. Students arriving after 7:50 a.m. will be marked tardy.

### ***Parent Message to Children***

Written notes should be sent in the morning for any changes to after-school pick-up or bus arrangements. A student's verbal request for change will not be accepted. For the safety of the children and to limit classroom interruption, changes should be made before 2:30. This will help ensure the teacher receives notification before dismissal.

The school secretary will relay messages to children only in emergency situation. All other messages will be transferred to the homeroom teacher's voicemail.

### ***Parent-Teacher-Student Compact***

At Columbus Elementary we recognize the critical role that families have on a child's school success. We know that a student learns best when everyone works together to encourage learning. As a symbol of the importance of our working relationship, we ask that teachers, parents and students pledge to work on goals that encourage learning. These goals are separated out according to each person's role, and are a part of the "Compact." The compact is located at the end of this handbook.

### ***Personal Belongings***

The school will not assume responsibility for personal items.

Please label all personal items with the name of the child: Lunch boxes/bags, gym shoes, mittens, caps, coats, snowsuits, sweaters, raincoats, as well as crayons, glue, supply boxes, notebooks, etc.

Parents are encouraged to examine the lost and reclaim articles that been lost. Unclaimed articles are donated to local charitable organizations at the end of each quarter.

### ***Parent Teacher Organizations***

The PTO is comprised of dedicated and motivated parents, teachers, and administrators that meet the 3<sup>rd</sup> Monday at 7:00 p.m. This group works especially hard to create opportunities for students and teachers. The PTO's priorities are to fundraise for teacher grants and hold after school events for students. For more information, check out the Columbus Facebook page. You may sign up to volunteer your help at Orientation Day or by contacting [columbuspto@columbus.k12.wi.us](mailto:columbuspto@columbus.k12.wi.us)

The 4K-8<sup>th</sup> grade PTO plans two activities each year for our families. The Spook Fest is held in October. Students dress up and dance to a DJ. Spring brings the annual Carnival. This event gives students a chance to try their hand at many different games set up throughout the school. These activities allow parents to lend a



hand at these events. The PTO will be sending out contact information, in case you would like to get involved.

## ***Recess***

Children generally have two recesses each day, as long as the weather allows.

The temperature cut-off is zero (actual or wind chill). We believe that some fresh air each day is good (unless there is a health concern). Please assist your child in choosing appropriate clothing for Wisconsin (aka “changing”) weather. Wearing appropriate shoes (no opened-toed, strapless, backless or high heels) will ensure maximum participation and promote safety. Athletic shoes worn to school may be used for Physical Education class.

## ***School-Family Events***

The school plans many after school events to support family engagement. Math, Literacy, and Science nights are planned each year by a team of teachers. These evening events are engaging for students and allow them to show our families some of the great activities we do in school. Each year we have a Title 1 parent meeting that allows for parent feedback to our academic programming, information about title 1 programs and information about the districts next steps for improvement. Please consider attending our Title 1 meeting.

## ***Student Attendance***

Parents are expected to call the school office if their child will be absent or tardy. Calls should be made prior to 7:45a.m. by dialing 623-5950. After the greeting, say “attendance” and follow the prompt. This telephone call should state the reason for the child’s absence or tardiness. Please see our attendance policy for more information.

## ***Student Drop Off and Pick Up***

Our drop off and pick up process has been created in conjunction with the Columbus Police Department and Columbus School District Administration to ensure the safety of our students. Please adhere to the following processes for drop off and pick up

### **Drop Off**

- Drop off is from 7:30-7:50
- Cars may utilize the carline entering Richmond St
- Use a single file line during morning drop off
- Pull all the way forward until you are greeting by a staff member to help your child out of the car
- If you wish to drop off in person, please use the parking lot and cross the crosswalk with your child

Busses use the Fuller St. drop off lane, no cars can park on Fuller St. during morning drop off.

### **Pick Up**

- Parents may come no earlier than 3:00 for pick up.
- Students will exit the building at 3:15
- The car lane can stack in two rows up to the crosswalk in order to keep cars out of Richmond St.
- After the crosswalk, cars enter the pick-up lane single file rotating every other car
- If utilizing the carline, please remain in your vehicle, the students will come to you
- If you wish to pick up in person:
  - Park in the parking lot or on Fuller St.

- Wait for your child to notify their teacher that they see you
- Walk your child across the crosswalk
- Do not park in undesignated spots in the parking lot. Double parking and misuse of the handicapped spaces is strictly prohibited.



# COLUMBUS SCHOOL DISTRICT

200 West School Street | Columbus, Wisconsin 53925 | 920.623.5950 | www.columbus.k12.wi.us

## 2020 - 2021 School Year Calendar

July 20						
S	M	Tu	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

**July**  
1-3 Summer School - Session 1  
13-31 Summer School - Session 2

August 20						
S	M	Tu	W	Th	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

**August**  
26 Open House 4-6 PM

September 20						
S	M	Tu	W	Th	F	S
	1	2	3	4		
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

**September**  
1 1st Day of School  
7 Holiday - Labor Day; No School  
23 Late Start; classes begin 2 hours late

October 20						
S	M	Tu	W	Th	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

**October**  
5 K-8 Conferences - No School  
14 Early Release at 1:15 PM  
14 HS Parent Conf 5-8 PM  
30 End of Qtr; Early Release at 1:15

November 20						
S	M	Tu	W	Th	F	S
	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

**November**  
2 No School - In-Service Day  
11 Late Start; classes begin 2 hours late  
25 Early Release at 1:15 PM  
25 Trimester Ends  
26/27 Thanksgiving Break; No School  
30 Trimester Begins

December 20						
S	M	Tu	W	Th	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

**December**  
9 Late Start; classes begin 2 hours late  
23-31 No School - Winter Break

January 21						
S	M	Tu	W	Th	F	S
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

**January**  
1 No School - Winter Break  
13 HS Parent Conf 5-8 PM  
15 End of Qtr  
18 No School - Teacher Work Day

February 21						
S	M	Tu	W	Th	F	S
		2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	

**February**  
1 K-8 Conferences - No School  
22 No School - In-Service Day

March 21						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

**March**  
5 Trimester Ends  
8 Trimester Begins  
10 Late Start; classes begin 2 hours late  
25 End of Qtr  
26 Early Release at 1:15 PM  
29-31 No School - Spring Break

April 21						
S	M	Tu	W	Th	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

**April**  
1-2 & 5 No School - Spring Break  
14 Late Start; classes begin 2 hours late  
28 HS Parent Conf 5-8 PM

May 21						
S	M	Tu	W	Th	F	S
	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

**May**  
12 Early Release at 1:15 PM  
31 Holiday - Memorial Day; No School

June 21						
S	M	Tu	W	Th	F	S
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

**June**  
3 End of Qtr/End of Trimester  
3 Last Day of School  
3 Full Day of School  
Summer School - to be determined

approved by Board of Education 12/10/18

# Columbus School District

## ACKNOWLEDGEMENT OF STUDENT & PARENT HANDBOOK AND TITLE 1 COMPACT

### Student Goals:

I will follow the student handbook rules.

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I will attend school regularly and be on time.

I will do my best in class and on my school work.

I will ask for help when I don't understand something.

I will come prepared each day (supplies, books, completed work).

I will keep a positive attitude towards self, others, school and learning.

I will discuss with my parents what I am learning about in school.

I will read frequently at home.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Parent Goals:

I will follow and ensure my child follows the student handbook.

I will ensure that my child attends school regularly and is on time.

I will provide enough time and an environment at home that allows my child to complete school work and/or study at home.

I will encourage my child to do his/her best work.

I will be aware of my child's progress by attending conferences and requested meetings, monitoring homework, checking schoolwork and communicating with school staff.

I will reinforce to my child the importance of respect for self and others.

Other:

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Teacher Goals:

I will be a positive role model.

I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.

I will maintain high expectations for myself and the students.

I will communicate and work with families to support student learning.

I will show respect to parents, students and family situations.

I will encourage good reading habits and study skills.

Other:

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

