

ELEMENTARY

Student-Parent Handbook

2020-2021



GLEN ULLIN PUBLIC SCHOOL

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GENERAL SCHOOL INFORMATION

Welcome to the Glen Ullin Public School District. This handbook contains the district’s policies and administrative rules.

MISSION STATEMENT

The mission of the Glen Ullin Public School District is to prepare its students to become lifelong learners and to graduate excellent, well-rounded students who will become active contributors to society.

VISION STATEMENT

Glen Ullin Public School District will prepare its students to become lifelong learners.

DISTRICT PHILOSOPHY (Policy AA/GA)

Education is more than a school building, books, materials and schedules. Education is the total experience of a student aimed at developing the whole person. This educational process includes the gathering and organizing of knowledge which is meaningful and relevant to the student now and which will be useful to the student in future life. The students must understand and utilize their experience to develop citizenship and individual character. Individual instruction is an ideal situation, but group sessions are needed for the exchange of thoughts, experiences, and ideas. In order to develop a well-rounded student, the curriculum should include experiences related to intellectual, physical, social, cultural, and spiritual aspects of the student. It is the responsibility of the school to engage students in the learning process, so learning is interesting and rewarding so that the students become lifelong learners. Parents have the responsibility of developing in their children respect for school property, teachers, and learning. Because parents play such an important role every effort should be made to make them a part of the education process. The education of our students will be greatly enhanced when parents and teachers work together.

The Glen Ullin School District does not discriminate in the education program and activities or employment based on race, sex, age, religion, disability, or national origin.

TITLE IX

Glen Ullin Public School district does not discriminate on the basis of sex in its education program or activities, including in employment that it is required by Title IX not to discriminate in such a manner, and that questions regarding Title IX may be referred to the Title IX Coordinator. 34 C.F.R. § 106.8(b)(1).

Title IX Coordinator is

John Barry

(701) 348-3590

jbarry@glenullinbearcats.org

DISTRICT GOALS & OBJECTIVES (Policy AAB)

Goal: To provide, through education, all the experiences needed to develop the whole person in each student.

Objectives:

1. Gather and organize knowledge, which is meaningful and relevant to each student.
2. Develop citizenship, leadership and individual character in each student.
3. Exchange thoughts, experiences and ideas.
4. Motivate each student to continue to learn throughout life.
5. Develop responsibility in each student.
6. Develop each student's full capacity to become a useful member of society.
7. Have each student take part in school experiences that parallel life experiences.
8. Develop each student physically, mentally, emotionally, and socially in accord with today's changing culture.
9. Realize individual positive self-concept and recognize potentials and limitations.
10. Meet all criteria set by the Department of Public Instruction to maintain accreditation.

HOURS

The student hours at Glen Ullin Public School are from 8:20 A.M. to 3:20 P.M. School is in session from 8:20am - 3:20pm. Students are asked not to be in school prior to 8:00am each morning. For our students' safety, the doors to the school will be locked during school hours.

VISITORS

Parents and community members are always welcome visitors. Those wanting to visit school are asked to stop at the office prior to visiting the classroom. Children or students not enrolled in the Glen Ullin School must have permission from the principal and teacher prior to visiting a classroom Preschool-6th grade. Preschool children or other children visiting the classrooms are not permitted unless accompanied by a parent or permission is given by principal or teacher. A request for a visit into a classroom or school should be made to the principal 24 hours before the visitation. School visitations are limited following receipt of permission from school administration to avoid educational disruptions.

In order to prevent classroom disruption, parents and guardians who are waiting for school to be dismissed are asked to wait in the front hallway and not interrupt teachers or students while in their classrooms. Students, when dismissed, will join parents or guardians in the hallway.

Visitors coming to the school will need to enter through the front doors since all other doors will be locked for security reasons.

PARKING

For the safety of all students, parents of elementary students should park in the parking lot while waiting to pick up their children. Students who ride bicycles to school should park their bicycles in the bike rack on the west side of the school. Students may not ride their bicycles during the school day. Students are to be picked up and dropped off at the main entrance of the school (North Side).

CROSSWALK

For safety reasons, students are asked to cross the highway north of the school at the crosswalk. Students are asked never to walk along the highway. If students must walk along the streets, they should walk as close to the curb as possible on the side of the street facing traffic.

PARENTS

FEES FOR 2020-21

MEAL TICKETS

Lunch: Students: K-6-\$2.50, Students: 7-12-\$3.00, Employees: \$3.50, Patrons: \$5.00

Breakfast: Students K-12-\$2.00, Employees: \$2.60 and Patrons: \$3.00.

Free and reduced meal applications are available at registration or by contacting the superintendent.

STUDENT ACTIVITY FEES

For the successful pursuance of an activity program in school, a fee is necessary. It is suggested that each student purchase an activity ticket. Activity fee for grades 1-6 is \$10.00 per student, \$15.00 for students in grades 7-12, \$45.00 for adults, and \$20.00 for Senior Citizens (65+). The family (2 adults and the children living in the same household) maximum for activity fees is \$100. This activity fee is an option to all students. The activity ticket will allow students to attend all home sporting events, except tournaments, theatre events, and music concerts.

ACTIVITY PRACTICE TIME

Practices are not to run beyond 9:00pm on Monday, Tuesday, Thursday, or Friday. Wednesday is designated church night and there will be no practices (refer to high school handbook if playing junior high sports). The students are to be out of the building by the above allocated time. The Glen Ullin School will cooperate in scheduling as few events as possible on that night, thus allowing full opportunity for the churches to carry on their affairs without conflict will be permitted on Wednesday evenings.

AFTER SCHOOL PROGRAM

Glen Ullin Elementary offers an after-school program, Monday-Thursday, from 3:20-4:20pm. This program was designed to provide additional academic support for our students. This program is free of charge and located in the elementary classrooms. The school is not responsible for students who are using the playground after school dismissal.

SCHOOL OWNED INSTRUMENTS

Students using school-owned instruments are responsible for their care. If an instrument is damaged, the cost of repairing or replacing the instrument must be paid by the student/parent. An agreement must be completed to use school owned instruments. (Please see Forms section in back of manual for the Instrument Rental Agreement Form)

BIRTHDAY PARTY INVITATIONS

Students may bring birthday treats if they so desire to share with their classmates. We would ask parents to refrain from sending invitations to school with their child for distribution, unless all of the girls or boys in your child's class are receiving invitations. This will alleviate hurt feelings of those children not receiving invitations.

PLACEMENT, PROMOTION, RETENTION AND ACCELERATION OF STUDENTS (Policy FBE)

Placement, promotion, retention, and acceleration shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of alternatives. The educational program shall provide for the continuous progress of children from Preschool - 6th grade. A student's achievement of the skills for the grade to which he is assigned and his readiness for work at the next grade level shall be required before he is assigned to the higher grade.

In evaluating student achievement, each teacher shall make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized-test results, and teacher observation of student performance. Whenever retention is being considered, the teacher shall confer with the principal and other staff members involved with the child. The parents shall be invited to a meeting with the teacher, principal, and other staff members as early as possible. Discussion shall consist of an explanation to the parents of their child's current academic standing and individual ability. The final decision whether or not to retain a student shall be made by the principal after consultation with the parents and the superintendent.

Similarly, acceleration or double promotion will be used only after consultation with all staff members involved with the child and with the parents. The principal shall make the final decision.

Every effort shall be made to identify special needs and talents of children early in their school careers so appropriate placements can be made.

PROMOTION AND RETENTION: ADMINISTRATIVE GUIDELINES

When teachers determine that it may be beneficial to retain a student in the same grade for one more school term, the following procedure will be used:

GRADES PRESCHOOL - 6

A team consisting of the Parent(s) or Guardian(s) of the child to be retained, the classroom teacher, the principal and if appropriate, the Title I teacher or specialist shall meet to consider the pros and cons of the retention. After discussion and explaining all of the pros and cons of this retention, hopefully a consensus can be reached concerning retention; however, if no consensus is reached the final determination shall be with the teachers and principal.

SCHOOL CLOSING: ADMINISTRATIVE GUIDELINES

Procedures to be followed in case of a winter storm shall be:

1. When, in the administration's opinion, weather conditions are dangerous to the safety of students, a decision will be made to not open school or start later. The decision will be based upon information from the weather station, and people in the outlying areas of the district. The announcement to open late or not at all will be made over 550 a.m. KFVR Radio, WDAY, CBS, and NBC television as early as possible in the morning. Information also will be posted on the district website and relayed to parents/guardians using the ALERTNOW system.
2. When school is already in session and the weather appears to be a danger to the safety of the students in school, school will be dismissed. The announcement to close school early will be made at least 45 minutes before closing. When school closes early, no student who rode the bus to school will be allowed to stay in town without parent's permission.

3. Parents may pick up their children at the school any time they feel that the weather is too severe in their area to keep their children in school.
4. In case the weather is too severe to send the buses home, students will have to stay at school until it is safe for each one to go home in emergency situations. Students will have to receive permission from a parent/guardian to be able to leave during severe weather situations.

Parents or guardians are asked to complete the emergency information cards at the time of registration and to update the cards for children currently enrolled. The emergency card contains such information as health care provider's name, and emergency contacts.

VERY INVOLVED PEOPLE (VIP)

Involving parents and community members in the educational process benefits the school. The Glen Ullin School encourages parents and community members to become involved in the educational process by becoming a VIP. Working in the library or in the classrooms are some of the ways adults are able to contribute to the education of the Glen Ullin students. If interested in becoming a school volunteer, please contact the school office.

PATRON COMPLAINTS (Policy BIB)

Constructive criticism of the schools is welcomed by the Glen Ullin School Board whenever it is motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. The Board has however, confidence in its professional staff and desires to support their actions in order that they are free from unnecessary, spiteful, or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual board members have no authority to resolve complaints, other than by formal board action, administrators are expected to follow up on all complaint referrals and to advise the board members of the nature of the complaint and the action(s) taken. The Board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. This follow-up should generally take the form of a brief written memorandum to the board members.

Complaints for which specific resolution procedures are provided shall be directed through those channels. This includes complaints about personnel and complaints about instructional materials. Complaints should be resolved at the lowest possible level of authority. If resolution of the problem seems unlikely at the building level either party is encouraged to refer the matter to the superintendent for their review.

If all other remedies have been exhausted, and a non-personnel related complaint has not been satisfactorily resolved, the complainant may request that the matter be placed on the agenda of the next regular meeting of the Board. The complaint shall be presented in writing and included in the agenda materials provided to the Board prior to the meeting. Generally, all parties involved, including the administrator(s), shall be asked to attend such a meeting for purposes of presenting additional facts, making further explanations, and clarifying the issues.

The Board will not consider or act upon complaints that have not been explored at the appropriate administrative level or complaints for which specific resolution procedures have been established that do not include board review. If the Board decides to hear the complaint, the Board shall make a decision which shall be sent to all interested parties. If the decision alters policy, the procedures for suspending, amending or

adopting policy shall be followed. Complaints concerning personnel will be heard only in accordance with applicable statutes.

PATRON COMPLAINTS ABOUT PERSONNEL (Policy BIBA)

The Board recognizes that complaints from concerned patrons are inevitable. In order to provide an effective procedure for responding to complaints in a manner which is in the best interests of promoting better educational opportunities for children, the following policy is adopted.

Complaints about personnel shall first be directed to the related employee and if not able to be resolved then should be directed to the principal or other supervisor directly responsible for supervision of that employee.

The supervisor shall:

1. Investigate the complaint and contact the employee about said complaint.
2. Promptly notify the employee if the complaint is to be placed in the employee's personnel file.
3. Schedule a meeting of the employee, the complainant, and the supervisor if deemed appropriate.
4. Provide a response to the complainant within fifteen (15) days of receipt of the complaint.

If either party is not satisfied with the handling of the complaint, the matter can be appealed to the superintendent for final resolution.

Complaints about the superintendent shall be directed to the Board President who shall follow the same procedure.

This procedure is intended to minimize the risk of a possible action for libel or slander, to retain the impartiality of the Board, and to maximize compliance with North Dakota law.

PATRON COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS (Policy BIBB)

Citizens of the school community who wish to register a criticism about the appropriateness or absence of instructional materials should obtain the "Request for Reconsideration of Instructional Resources" form from the building principal.

All criticism shall be on the "Request for Reconsideration of Instructional Resources" form, and the complaint must be specific as to author, title, publisher or producer, date of publication, and when relevant, page numbers of items to which objection is being made.

Upon completion of the "Request for Reconsideration of Instructional Resources" form, it shall be submitted to the building principal. The principal shall follow the established procedure for processing and responding to criticism of approved material.

This district subscribes to the philosophy stated in the Library Bill of Rights.

MANDATORY REPORTING OF SUSPECTED CHILD ABUSE OR NEGLECT

Glen Ullin Public School employees are mandatory reporters of suspected child abuse and neglect. If an employee suspects that a student may be abused or neglected, he/she will file a report with the county social service office.

TITLE I GUIDELINES

Annual Parent Notice of Right to Request Teacher and Paraprofessional Qualifications

August 9, 2020

Dear Glen Ullin Public School's Parent or Guardian:

Our school receives federal funds for Title I programs that are part of the No Child Left behind (NCLB) Act of 2001. We will provide you with additional information about this law and its impact on the education of students throughout the United States as the year progresses.

Under NCLB, you have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If your child also receives services from a Title I paraprofessional, you have the right to request information regarding his or her professional qualifications, as well. If you request this information, our district office will provide you with the following as soon as possible:

- a. Whether or not the teacher has met North Dakota's licensing requirements for the grade level(s) and core academic subject(s) taught by the teacher;
- b. If the teacher is teaching under an emergency status for which state licensing requirements have been waived;
- c. The education level and subject area (field of discipline) of the teacher's college degree major and for any graduate degree or certificate; and
- d. If your child is receiving Title I services from paraprofessionals, his or her qualifications.

If you would like to request this information, please contact by calling our school.

Sincerely,

John D. Barry
Superintendent/Elementary Principal

TITLE I PROGRAM OVERVIEW

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in viewing this information, please visit our school at 6508 Highway 49, Glen Ullin, North Dakota. Upon the request, you will receive an explanation of the licensing, education, and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school.

Each year, the Title I program at our school is required to have an annual Title I parent meeting in the fall and an annual review in the spring. All parents of students attending Glen Ullin Public school are invited to attend these meetings. Notification of these meetings will be put in our school website and local newspaper, Glen Ullin Times. Minutes of these meetings will be on file at the school. Parents may review the results by contacting a Title I staff person during the school year.

TITLE I DISTRICT – FAMILY ENGAGEMENT POLICY FOR GLEN ULLIN PUBLIC SCHOOL

PART I. DISTRICT EXPECTATIONS

Each school district must establish the district's expectations for parental involvement. [Section 1118(a) (2), ESEA.]

The Glen Ullin Public School agrees to implement the following statutory requirements:

The school district will put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I program. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school district will work with its schools to ensure that the required school-level parental involvement policies meet the Title I requirements, and include, as a component, a school-parent compact.

The school district will incorporate this district-wide parental involvement policy into its district plan.

In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Department of Public Instruction.

The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. (Only applicable for districts with Title I allocations greater than \$500,000.)

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I school will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in North Dakota (i.e., NDPASS in Minot, ND).
North Dakota Parent Assistance and Supportive Schools (NDPASS)-www.ndpass.com

Parent Information Resource Center (PIRC) for General Education and Pathfinder Center
Parent Training and Information (PTI) for Special Education

PART II. DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

The **Glen Ullin Public School** will take the following actions to involve parents in the joint development of its district/school parental involvement plan:

- The District/School Parental Involvement Policy will be included on the agenda of the Fall Parent's Night/Open House with copies provided for reviewing and editing.
- Parent comments are encouraged and welcomed at regularly scheduled fall and spring Parent-Teacher Conferences, **and** with any other communication between parents and the Title staff during the year.

The **Glen Ullin Public School** will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform Parents of their school's participation under this part and to explain the requirements of this part, and the right of the parent to be involved.

- A letter will be mailed to all parents of Title I students inviting them to the Fall Parents' Night/Open House held annually at the Glen Ullin Public School before the end of the first quarter of the school year.

The **Glen Ullin Public School** will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement;

- Fall Parents' Night/Open House
- Parent/Teacher Conferences scheduled fall and spring
- Title staff available throughout the school year to meet with parents at their convenience

The **Glen Ullin Public School** will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Teacher in-services providing technological and research-based tools
- Staff meetings to keep staff updated on parental-involvement requirements and to garner input on possible activities.
- Distribution of information pertinent to parents concerning improving their child's academic achievement and school performance

The **Glen Ullin Public School** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support an academic achievement, through the following activities specifically described below:

- A. The school/district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

The state's academic content standards,

1. Department of Public Instruction (DPI) Website
2. Glen Ullin Public School Website link to state standards, the state's student academic achievement standards

The following information will be disseminated to parents:

1. School Annual Yearly Progress (AYP) Report – immediately after release
2. School District Profile made available to parents – immediately after release
3. Parent’s Right to Know Clause – start of the school year
4. Dispute Resolution Procedures – start of the school year
5. Non-highly qualified staff teaching for four weeks or more – as needed

The state and local academic assessments including alternate assessments,

1. School newsletter
2. Parent meetings

The requirements of Title I,

1. Testing reports two times a year to be sent to parents
2. Fall Parents’ Night/Open House held annually
3. Student progress report to be sent to parents two times a year
4. Title staff to attend Title I workshops
5. Engage in on-going professional development

How to monitor their child’s progress

1. Student progress report to be sent to parents
2. Parental access to Power School
3. Communication with Title staff

How to work with educators

1. Parent-Teacher Conferences
2. Fall Parents’ Night/Open House held annually

The **Glen Ullin Public School/District** will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

- A. The school/district will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - Parent-Teacher Conferences
 - Fall Parents’ Night/Open House
 - School Newsletter
 - Parental access to Power School
 - Mailing of the minutes of the Spring Review Meeting
 - Informal communication with parents throughout the year
 - Resources from the Web
- B. The school/district will, with the assistance of its Title I schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Teacher in-service
 - Websites for parental access
 - Handouts relating to parents working with their students
 - Teacher/staff newsletters
 - Information about and involvement with Positive Behavior Support (PBS)

- C. The school/district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, and conduct other activities, such as parent resource centers. We encourage and support parents in more fully participating in the education of their children.
- D. The school/district will take the following actions to ensure that Title I information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Title I information will be clear and reader friendly

The **Glen Ullin Public School/District** will coordinate and integrate parental involvement strategies under Title I with parental involvement strategies by:

- Transitioning of students from the daycare or preschool into our school
- Planning literacy nights and other events where families can have fun learning together.

The **Glen Ullin Public School/District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Parent survey (each spring)
- Title I review meeting
- School visitation

The **Glen Ullin Public School/District** will take the following actions to involve parents in the process of school review and improvement:

- Parent survey
- Compile, publish and distribute survey results
- Implement changes as deemed necessary

If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- Non Applicable

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- School-Parent Compact—included on the agenda of the Fall Parents' Night/Open House with copies provided for reviewing and editing.

PART IV. DISCRETIONARY DISTRICT/SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The District/School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Provide necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonable available sources of funding for that training.
- Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.
- Train parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopt and implement model approaches to improving parental involvement.
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
- Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V. ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

- Written information to be reader friendly and easily understood.
- Presenter of oral communication to check for and provide clarification as needed.

PART VI. ADOPTION

This District/School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes.

This policy was adopted by the Glen Ullin Public School/District on **November 14, 2005** and will be in effect for the period of **2020-21**. The school district will distribute this policy to all parents of participating Title I children on or before **October 31, 2020**.

(Signature of Title I Authorized Representative)

(Date)

*This template of a District/School Parental Involvement Policy has been developed by combining two documents, the modified version of the sample provided in the U.S. Department of Education Parental Involvement Guidance and the sample of the School Parental Involvement Policy provided by the North Dakota Title I Office.

GLEN ULLIN SCHOOL PARENT COMPACT

The Glen Ullin Public school and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2020-21 school year.

SCHOOL RESPONSIBILITIES

The Glen Ullin Public School will:

Provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's Student academic achievement standards as follows:

- We will use scientifically-based teaching methods and curriculum in all core areas to best teach all students.
- We will administer screening tests every fall and spring and those students who qualify will receive supplemental instruction. (See Title I teacher to see how a student qualifies for the Title I services.)
- We will teach all students so they may reach their fullest potential.
- We will work collaboratively with school staff, parents, and students to provide the best education possible.
- We will identify the student's needs, knowledge, and learning styles and help the work to utilize this information to learn.
- Hold parent- teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

In the fall and spring of each year parent teacher conferences will take place.

September 22 3:30-9:30

February 1 3:30-9:30

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Report cards each 9-week period
- Midterm reports for all students

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff members are available daily from 7:45-8:20 am and 3:25-3:30 pm and during prep periods when they may return calls or visit with parents who have made previous arrangements.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents can make arrangements through the administration to observe classroom activities. The school provides a variety of activities during holidays, reading and math months, and other special occasions for parents to volunteer and participate in student activities.

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by email or mail and responding, as appropriate.
- Working collaboratively with school staff and my child to ensure he/she receives the best education possible
- Communicating regularly with my child's teacher
- Participate in volunteer opportunities in the classroom as scheduled by the classroom teacher

GLEN ULLIN PUBLIC SCHOOL DISTRICT TITLE I DISPUTE RESOLUTION POLICY

The following policy is designed to secure solutions to complaints, disagreements or disputes with the Title I Program at the Glen Ullin Public School. All reasonable efforts should be made by involved parties to resolve complaints in a timely and collaborative manner. If you have concerns about your child's Title I services, first talk to your child's Title I teacher. If you are not satisfied with the results, you may use the district's formal, written complaint form to appeal to the building principal, superintendent and school board respectively.

When filing a formal written complaint with your local school district, you may pick up an official complaint form at the elementary or high school office. Complete the form and return it to your building principal. The complaint will be investigated by the building principal and a meeting scheduled between the principal, teacher and complainant, if deemed necessary. A written response will be made within fifteen days from the time the complaint was filed. If either party is not satisfied, they may use the appeal process.

If at the local level your concerns are not resolved to your satisfaction, you have the option of filing a written complaint with the North Dakota Department of Public Instruction (DPI) Title I Office and the U.S. Department of Education, and/or request a due process hearing. The complaint must include your name and contact information to the following addresses.

Department of Public Instruction
Title I Office
600 E. Blvd. Ave., Dept. 201 Phone: (701) 328-3264 Fax (701) 328-4770

Office of Civil Rights
U.S. Dept. Of Education
400 Maryland Avenue S.W.
Washington D.C. 20202-1100
1-800-432-3481 202-245-6840 E-mail: OCR@ed.gov <http://www.ed.gov/ocr>

The North Dakota Department of Instruction must investigate your written complaint and send a written decision within 60 days. This timeline may be extended under certain circumstances.

Your complaint has to be filed with the U.S. Department of Education within 180 calendar days of the date of the last act. A letter will be sent to the complainant to acknowledge receipt of the complaint.

Due Process hearing forms can be obtained by the DPI office at 701-328-2277.

GLEN ULLIN SCHOOL DISTRICT TITLE I RESOLUTION POLICY COMPLAINT FORM

Date:		Name:	
Address:			
Home Phone:		Work Phone:	
Student Name:			
Name of Employee about whom you are complaining:			
Date of Incident:			
Briefly Describe the Incident:			
What remedy do you seek?			
Signature of Parent:			
Signature of Administrator Receiving Complaint:			
GLEN ULLIN PUBLIC SCHOOL DISTRICT #48			

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

1. Notice to Parents:

- a. Each school district will provide on an annual basis to students and parents, notice of the rights of access to students' records. (FERPA)
- b. The notice will be included in a student handbook disseminated to all students and their parents at the beginning of each school year. Students transferring into the District during

the school year will be given a handbook on the day of enrollment. Principals in each school district will be responsible for including the notice regarding Parents' Rights of Access to School Records in the schools' handbook.

2. Annual Notification Regarding Parent's Right of Access to Student Records:

- a. Each year parents and students need to be reminded of the student records policy of the Gen Ullin Public School District. Parents of student, or 18 year old students who wish to review any or all the school records pertaining to the student, should contact the building principal for an appointment. The records will be reviewed with school personnel, and parents may have copies of the records for the cost of copying.
- b. If parents or adult students believe something in the records is inaccurate or misleading, they may request that it be corrected, or they may have comments added to the record. If the principal and the parent or adult student cannot agree, the latter may contact the superintendent for a hearing.
- c. Record information will not be released to most persons or agencies without the written consent of parents. Nonetheless, it is the policy of this district to forward school records, without parents' consent, to the schools or another district to which a student transfers. This is to facilitate the prompt placement of the student in the new school. However, parents may request a copy of the record. Similarly, without parent consent, the district forwards transcripts, or other information requested by high school students, to colleges and other educational institutions to which the student's area applying.
- d. For a complete copy of the district's student record policy, contact your school principal. Parents who have questions or concerns about the student record policy may direct them to the building principal, the superintendent or the US Office of Education.
- e. Also, federal law permits a school district to identify certain information as "directory information" which may be publicly released without permission of the parents. Glen Ullin Public School identifies this information as the following: name, address, telephone number, date, and place of birth, major field of study, participation in activities and sports, weight and height of the members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous school attended. If you do not want this information released, please contact the principal of the school within ten (10) school days. If we do not receive your notice by that date, we will assume that you have no objection to release of such information. We believe that it is in the student's best interest to have such information released in school and community newspapers because of the recognition it gives them. We make every reasonable effort to protect our students' privacy.

3. Forms

- a. For use by principals in school districts with parents who do not wish to have Directory Information of their child released without prior written permission.

STUDENTS

STUDENT RECORDS

Student records are contained in the ND Power School program.

LYCEUMS, PLAYS, and SCHOOL ACTIVITIES

1. Students must sit with their classes in rows, supervised by their teacher.
2. Students that are disruptive will be removed from that program may not be able to attend remaining programs for the school year.
3. Students must stay for the entire program.

LUNCHROOM

The lunchroom and lunch line will be a safe and clean environment where people interact with courtesy and respect. Coming to lunch, students will keep hands, feet, and objects to themselves and use quiet voices in the lunch line. Outdoor garments may not be worn in the lunchroom, and students may not bring backpacks into the lunchroom. During dismissal, students will clean up their own eating area, and exit the lunchroom quietly **with their teacher. Students are required to wash their hands before and after meals.**

FIELD TRIPS

Field Trips are a great way to expose our students to “school in action” in real life situations. They are a reflection of the students’ curriculum and are a great way to expand student learning. Parents will be made aware of any trip ahead of time. Field trips are a privilege that may be taken away in cases where a student’s conduct is a concern.

FIRE EXIT AREAS PROCEDURE GUIDELINES

All students are to move immediately to the proper fire exits when the fire bell rings. Move in an orderly manner and in single file. Do not carry things with you. Move away from the school, and do not return until notified that it is safe. The first people from the first room out are to hold the doors open for the remainder. Teachers must take a head count of their class to see that everyone is out.

FIRE EXIT MARSHALLING AREAS PROCEDURE

If it becomes necessary, because of an emergency, to evacuate the school, students will be bussed or accompanied to the Sacred Heart Church. It may be necessary to utilize a temporary marshalling area until all students are transported to the Sacred Heart Church.

TORNADO EVACUATION AREAS PROCEDURE GUIDELINES

Students are to move immediately to the locker rooms/bathrooms according to the direction of the teacher. Students are to take a sitting position with their heads down between their legs. The Glen Ullin School Policy is to take cover as quickly as possible and not take time to open doors and windows.

TORNADO EVACUATION AREAS PROCEDURE

If it becomes necessary, because of an emergency, to evacuate the school, students will be bussed or accompanied to the Sacred Heart Church. It may be necessary to utilize a temporary marshalling area until all students are transported to the Sacred Heart Church.

LOCKDOWN

Should an emergency require a lockdown, the school will follow the lockdown plan in place. No details of this plan are shared with the general public for security reasons, but parents will be notified in the case a lockdown becomes necessary.

DRESS CODE – ADMINISTRATIVE GUIDELINES

The staff assumes that the students will use good judgment in wearing appropriate clothing for school and all school events. Personal appearance is usually an index to the attitude and behavior patterns of an individual. It is the responsibility of the parents to see that their children are neat, clean and appropriately dressed as to the activity involved and respective age levels of students. Our dress code encourages students to use good taste and common sense. Students found to be dressed in attire that creates a danger to health or safety; creates a disruption to the educational process; violates common standards of decency; or has inappropriate slogans or words will be dealt with at the discretion of the administration.

1. Students should dress modestly and not reveal their undergarments, midriff or cleavage.
2. No pants with holes
3. Bottoms, including but not limited to pants, shorts and skirts, must be worn at, or moderately below the natural waistline.
4. Shirts with spaghetti straps or that are strapless are not allowed.
5. The hem of the student's top must cover the waistband of the student's bottoms with absolutely no skin or underwear exposed.
6. The hem of shorts or skirts must be at or below mid-thigh.
7. Clothing shall not display, suggest or advertise drugs, tobacco, alcohol, obscene language, or items of sexual nature.
8. Caps, hats, hoods, bandanas and head apparel will not be worn in the building except on designated days.
9. Chains may be worn at the discretion of administration and spiked jewelry is not allowed.
10. No flannel bottoms or pajama-looking bottoms except on designated days.
11. Jackets and coats will not be allowed in the classrooms unless approved by the administration.
12. Sunglasses may not be worn in the building without written doctor approval except on designated days.
13. Students may not wear headphones or earbuds unless required for a class activity.
14. Individual classroom rules may apply for classes that incorporate labs.

COLD WEATHER DRESS

Students are encouraged to go out for all recesses whenever weather and health permits. If a student is to stay inside during this time, a written request is required from the parent or guardian. Students must be adequately dressed for the weather. A student will not be able to go outside for recess if they are not properly dressed. If they do not bring snow pants or snow boots the student will have to stay on the **asphalt** and not enter into the playground grass area to help avoid students from getting their shoes and clothes wet. This includes wearing a winter coat, caps, mittens, or gloves. When the playground is muddy, very wet/cold or covered with snow, overshoes or boots are required. Students will remain in the building during elementary recess or gym activities if the temperature (including wind chill) is below -10 degrees Fahrenheit.

ACADEMIC PROGRESS

PROGRESS REPORTS

Progress reports will be issued at midterm (4 ½ weeks into the nine-week periods). Progress reports will be given to parents at midterm of the first and third quarters during parent teacher conferences. Progress reports will be given to students to take home at midterm of the second and fourth quarters.

REPORT CARDS

Report cards, which will inform both student and parent of the academic progress in each subject, are issued after the close of each nine-week grading period. Parent Teacher Conferences will be held at mid-term of the first and third quarters. Report cards will be mailed out or emailed to the parents at the end of each quarter.

STUDENT SKILL DEVELOPMENT: Elementary student report cards include a Skill Development section focused on class behavior, work habits, and relationships. Grading consists of: S = Satisfactory, P = Progressing, or N = Needs Improvement.

PARENT TEACHER CONFERENCES

It is the intention of this school to keep each parent informed as to the progress of their children. This will be done through scheduled Parent-Teacher Conferences in the mid-term of the first and third nine weeks as well as through report cards. Additional conferences may be arranged by request of the parent, teacher, and/or principal when a student is having difficulty in school or are failing to the work required of them. In the elementary, individual conferences are scheduled with the classroom teachers.

GRADING

GRADES K-3

K-3 teachers grade the subjects of math, language arts, and reading by standards. This is called standards-based grading. Standards are written at the state level and provide a framework for the content and skills students should master at each grade level. In a standards-based grading system, teachers give students assessment based upon the standards to gain an understanding of what the student knows. The students are scored on a scale from a 0.5 through a 4, in increments of 0.5, based on the level of content and/or skills a student has learned.

- 0.5: Even with help, student demonstrates little or no understanding of the standard.
- 1.0: Student demonstrates novice understanding of the standard.
- 2.0: Student demonstrates partial understanding of this standard; student can do simpler content and/or skills associated with the standard.
- 3.0: Student demonstrates grade level expectation of the content related to the standard.
- 4.0: Student demonstrates an advanced understanding of the content related to the standard.

Teachers may use formal (such as paper and pencil) and/or informal (such as observations) assessment methods to gain information about a student’s understanding. Generally, these assessments are constructed in a way that allows teachers to determine student understanding on the scale from 0.5 to 4.0. However, at certain times, especially early in the instruction of a standard, a teacher may only be expecting students to gain understanding of the simpler content; therefore, a teacher may choose to only assess that simpler content at that time. In this case, a score of 2.0 would be the highest score a student could receive, and is considered on track. These scores are updated as more complete instruction of the standard is accomplished.

When a student or parent has questions about a standard score, it is important to reach out to the teacher to gain more information. The teacher will be able to explain what assessment information has informed the score, and also explain what score is expected at the current point of instruction. If needed, the teacher can conduct additional formal and/or informal assessments to gain more information about student understanding. Our intent with our grading systems is to provide meaningful and accurate information about student learning, so please don’t hesitate to ask questions.

GRADES 4-6

Daily assignments may be graded using a variety of grading options such as points, letter grades, or percentages. When percentages are used, the following conversion will be used to change percentage grades to letter grades:

A+ (99-100)	B+ (92-93)	C+ (85-86)	D+ (77-78)	F (69 & below)
A (96-98)	B (89-91)	C (82-84)	D (73-76)	
A - (94-95)	B – (87-88)	C – (79-81)	D – (70-72)	

When letter grades are used for transfer students, the following conversion will be used to change letter grades to percentage grades:

A+ (100)	B+ (93)	C+ (86)	D+ (78)	F (69 & below)
A (97)	B (90)	C (83)	D (74)	
A - (94)	B - (87)	C - (79)	D - (70)	

STUDENT COUNCIL

We feel that the elementary grades need to build a community within our school. The creation of a student council will not only help to build this community, but also give our students a voice and the opportunity to build leadership and communication skills, while taking pride in their work. Students can rise to the occasion and be part of something bigger than themselves.

MEMBERSHIP DEMOGRAPHICS

- 3rd grade: 2 students
- 4th grade: 3 students
- 5th grade: 4 students, eligible for vice president and secretary elected positions
- 6th grade: 5 students, eligible for president, vice president, and secretary elected positions

MEMBERSHIP REQUIREMENTS

- Teacher recommendation (teacher from this year or last year)
- One other recommendation (from another teacher or member of the community)
- Parent permission
- Voted into the council by classmates (elections for positions will be held within the council)

REASONS FOR REMOVAL

- 5 strikes:
 - Classroom, specials, recess, or lunch behavior issues
 - Behavior issues during council meetings
 - Failing two or more classes in a quarter
- Suspension or In School Suspension
- 3 Unexcused council meeting absences (students should talk to advisor if they know they will be gone, or report illness as soon as they return to school)

TEACHER RESPONSIBILITIES

Our goal is to make this as easy as possible for classroom teachers. You may be asked to complete a student recommendation form for students who wish to participate in student council. After students have been elected into the council, they are to be held to the highest standards for conduct and responsibility. If you have any concerns about the students, or any events occur which would constitute a strike or removal, please let one of the advisors know.

FUNDRAISING AND ACTIVITIES

The student council will hold a fall and a spring fundraiser. A third fundraiser may be added, if needed. Advisors have created a template for activities throughout the year. However, final decisions and planning will be left to the student council and student body, with guidance from the advisors.

MEETINGS

Student council meetings will be held every Wednesday during lunch recess, in the 5th grade classroom. The informational meeting will be held September 2nd, and our first official meeting will be held on September 23rd.

ATTENDANCE (policy FC)

The School Board recognizes regular attendance as necessary to achieve consistent educational progress. Classroom learning experiences are a meaningful and essential part of the educational system. Time lost from class is irretrievable, particularly a student's opportunity for interaction and exchange of ideas with teachers. The absent student loses the benefits of lectures, discussions, and participation with other students. In addition, North Dakota state law requires all children between the ages of 7 and 16 to be in attendance every day school is in session, with exceptions for illness and certain other incapacities. The law also provides local school boards with the authority to establish standards for attendance. This school district, therefore, considers encouragement of consistent and timely attendance a major responsibility. Once enrolled every student regardless of age is subject to the district's attendance policy.

Students are expected to be in the class(es) to which they are assigned on every school day except in the case of illness or injury, school related activity, family emergency or religious observance. It is the responsibility of the school administration to monitor student attendance and communicate with students and their parents when attendance patterns do not meet district standards. It is the parents' responsibility to ensure that their children are in school unless a valid reason for absence exists and to notify the school when their child will be absent.

ABSENCES:

- A student shall be allowed 10 absences per semester. Excessive absences may affect whether or not a student passes or is retained during any elementary school year.
- Leaving the school building during any part of the school day, (8:20 a.m. - 3:20 p.m. needs to be arranged ahead of time with the teacher or principal. This prior arrangement will necessitate a phone call or a written excuse from the parent indicating reason for student to leave the building during school hours. If leaving the school during the noon hour approval must also be granted. Failure to adhere to this guideline will result in an unexcused absence.

This criteria will be used to establish Glen Ullin Public School's official attendance register and the information that will be recorded on the child's report card.

School work missed by the student during an absence shall be made up regardless of the reason for the absence. Family trips should be scheduled, when possible, during the summer or other non-school days. Should it be deemed necessary for a student to be absent from school due to a family trips, arrangements should be made by the parent/student to complete, in advance, as much as possible of the school work that would be missed. Additional effort to make up work may be necessary upon the student's return. The following procedures will be incorporated to implement the above policy:

- It is always a possibility that in a situation of excessive absences, the school may contact social services to help address the situation.
- The parent will be mailed a letter of notification of absence after the 5th absence in the class. On the 7th absence the principal will meet with the student/parent/guardian.

- Absences that will be waived may include hospitalization, religious observance, death in the family or a doctor's requirement that a student remain at home due to illness.
- It shall be appropriate to consider the reasons for the students' absences and/or tardiness during the appeal process.

ATTENDANCE: ADMINISTRATIVE GUIDELINES

1. If buses are not able to transport students due to poor weather or road conditions, students will not be counted absent.
2. Absences from classes due to Glen Ullin School activities will not be counted toward this policy.
3. Parents or guardian are to call 348-3590 by 8:00 a.m. on the day the student is absent to notify the office of the absence. If a student knows in advance that they will be absent from school, a parent/guardian needs to call the school or send a note with the student prior to the day they will be absent (day and time if it is an appointment). The school office will be contacting the parent/guardian if the school has not been appropriately notified the day of the absence.
4. Students must check out with the principal or main office (if principal is not available) with parental permission before leaving the school building. Permission should be requested before school begins in the morning. If a student leaves without permission, the student will be considered absent.
5. When a student is absent, time allowed for make-up work is twice the length as the number of days missed. Exception to this rule would be students who are involved in a student function. Students involved in a school function or activity are responsible for seeking and completing assignments prior to leaving for the function or activity. Assignments incurred during an absence for a school function or activity are due the day the student returns to school. Additional time to complete assignments incurred during an absence related to a school function must be sought and approved directly from the teacher.
6. Our elementary after school program is available for students to receive extra support in completing homework or catching up after absence.
7. Students who wish to participate in any school function must be present in school 4 class hours prior to the end of the day or prior to leaving for the event on the day of that function.

ABSENTEES/TARDINESS

Attendance will be documented four times per day at **8:20 am and 12:00**. A student arriving:

8:26 – 8:55	Tardy
8:55 – 12:00	½ Day
12:30 – 3:30	All Day
1:30 – 3:30	All Day

GUIDELINES FOR SENDING STUDENTS TO SCHOOL

Parents are often concerned about their children missing school and may send a child back to school prematurely after an illness. This exposes other children and staff members to disease and the possibility for their own child to relapse or contact another illness that may "be going around" due to their already stressed immune system. Please refer to the following guidelines when considering whether to keep a child at home and when to return a child to school.

KEEP A CHILD HOME IF HE/SHE, IN THE PAST 24 HOURS

- Has a fever of 100 degrees or higher – *must be without use of Tylenol or Advil or other fever reducing medications.*
- Is nauseous and/or vomiting and/or has diarrhea
- Has vomited during the night
- Has been exposed to a contagious disease and is exhibiting signs/symptoms of the disease

ILLNESS OR ABSENCES FROM SCHOOL

A student must be in attendance for a half day to participate in practice, contest or student activity that day. Exception to this policy may be waived for the scheduling of appointments or other family emergencies or special requests if prior arrangements have been made with the principal or superintendent and the coach or advisor of the activity involved.

ILLNESS AND INJURY OF STUDENT AT SCHOOL

1. The student will be cared for temporarily by staff and parent will be notified as possible.
2. Staff will render simple first aid only.
3. If emergency medical attention is necessary, your family will be called by the school if your child will be taken to the clinic or the emergency room at the hospital.
4. No medications will be dispensed without doctor orders or parental permission.
5. At the beginning of each school term, a request form for authorization of emergency attention indicating doctor and clinic preferred will be completed by each patron.
6. Each family will be responsible for the total amount of medical expense incurred as a result of accidents or injuries at school or during curricular activities.
7. With each injury, and injury report will be completed and sent to parent.

SPECIAL EDUCATION SERVICES

CATEGORIES OF SPECIAL EDUCATION PROVIDED

SPECIAL EDUCATION

- Special Education is defined as specifically designed instruction, at no cost to the parent, to meet the student's unique educational needs. Special education can include classroom instruction, home instruction, instruction in hospitals and institutions or other settings. Special Education services may be supplemented by Related Services.
- In order to be eligible for special education services; (a) a child must be evaluated in accordance with IDEA (Individuals with Disabilities Education Act) requirements; (b) the child is determined through this evaluation to have one or more of the disabilities included in IDEA; and (c) because of a disability, needs special education services. The disability categories as defined by IDEA include: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment, and Non-Categorical Delay (NCD). For more information regarding special education and the special education process in the state of North Dakota, visit the North Dakota Department of Public Instruction website.

<https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/Parent%20Guide%20to%20Special%20Education%202018.pdf>

RELATED SERVICES

- Related Services means transportation and such developmental and corrective or supportive services required to assist a child with disabilities to benefit from special education.
- In order to be eligible for Related Services, a student must first be identified as having a disability and in need of Special Education services. The Related Services proposed or requested must then be determined to be required to assist the student in his/her Special Education program.

SECTION 504 – FEDERAL LAW OVERVIEW

Glen Ullin School must provide a free appropriate public education to students with disabilities in its jurisdiction who are eligible under Section 504. Instruction must be provided to meet the needs of those students as adequately as the needs of students without disabilities. This standard of what is "appropriate" differs from the IDEA "appropriate" standards, which requires the school to design a program reasonably calculated to confer educational benefit. An appropriate education under Section 504/ADA requires that the services be effective and fair.

Although Section 504 does not require schools to develop an Individualized Education Program with annual goals or an accommodation plan, the school should provide written documentation for each student identified and provide accommodations and/or services under Section 504. If the Building Level Support Team determines a possible need for accommodation, a referral should be made, and evaluations conducted. If the student is identified as having a disability that is substantially limiting, has a record of such an impairment or is regarded as having such an impairment, the team may develop a Section 504 Accommodation Plan.

Section 504 should fall under the management of general education. School staff and parents should collaborate to help ensure that students are provided accommodations through general education. The exception to this standard is a student who has been determined as having a disability under the Individuals with Disabilities Education Act (IDEA). Such a student could receive special education services under IDEA and accommodations under Section 504. If a student is on an IEP, Section 504 accommodations will be included if the student has been determined to have a disability.

Please contact Mr. Remboldt, the Glen Ullin Public School 504 Coordinator, if you have any questions. You may also contact the office of Civil Rights that is listed below for further questions.

The regional Office for Civil Rights for North Dakota is located at:

Chicago Office
Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 W. Madison St., Suite 1475
Chicago, IL 60661
Telephone: (312) 730-1560 FAX: (312) 730-1576 TDD: (877) 521-2172

Procedural Safeguards Notice Section 504 of the Rehabilitation Act of 1974

Parents, guardians, individuals assuming a parental relationship, and/or students age 18 or older have the right to be informed of their rights under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794. The purpose of this procedural safeguards section is to inform you of those rights.

You have the right to:

1. Anti-Discrimination Compliance:

- (a) Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability;
- (b) Receive notice with respect to identification, evaluation, or placement of your child;
- (c) Have your child receive a free appropriate public education, which means s/he is provided with regular or special education and related services designed to meet the needs of disabled students as adequately as the needs of the student's non-disabled peers. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school, school-related, and extracurricular activities;
- (d) Have your child educated in facilities and receive services comparable to those provided non-disabled students;

2. Referral and Evaluation Process:

- (a) Have your child receive a referral and evaluation for individualized specialized education services if it is believed that s/he may be eligible for special accommodations, related services, or programs under Section 504 of the Rehabilitation Act;
- (b) Have disability eligibility determinations under Section 504, as well as evaluation, educational, and placement decisions made by a Section 504 Committee, based upon a variety of information sources (which may include reports from physicians, school tests, standardized tests, etc.), and by persons who know the student and the student's history and individualized needs (which may include physicians, parents, teachers, school personnel, administrators, etc.), who know the meaning of the evaluation data, and who have the best understanding of placement options;
- (c) Have prior notification of the Section 504 Committee meeting at least five (5) calendar days prior to the meeting and have an invitation to participate in the meeting, whereby the Section 504 Committee shall determine whether the student is disabled under Section 504, and, if so, develop a written educational plan;
- (e) Have your child referred to the Committee on Special Education if it is believed that the student may have an educational disability, which may be evaluated by the Committee on Special Education;

3. Accommodation Plan if Eligible:

(a) Have the Section 504 Committee determine whether the student is disabled under Section 504, and if so, develop a written educational plan, describing what accommodations, services, or programs will be provided to meet the student's needs;

(b) Have written notification of the Section 504 Committee's determination and recommendations;

4. Review of an Eligible Student's Evaluation and Plan:

(a) Receive periodic re-evaluations for your child when on a 504 Plan, and, prior to any significant change in the Plan, receive a review or reassessment of the student's needs;

5. Procedural Safeguards:

(a) Be notified in writing of any District decision concerning the identification, evaluation, and placement of a student;

(b) Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;

(c) Submit a written request to the Section 504 Coordinator for an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement within thirty (30) days of receipt of the Section 504 Committee's determination. A section 504 due process hearing may be called at the written request of the School District or a parent/guardian and shall state the reasons the hearing is being requested;

(d) Receive notice of the Section 504 due process hearing date at least seven (7) days prior to the date set for the hearing with a statement regarding time, place and nature of hearing; legal authority and jurisdiction under which the hearing is being held; statement of the matters asserted; right to be represented by counsel; and right to examine relevant records;

(e) Receive appointment of an impartial Hearing Officer as selected by the School District, who may provide both parties with pre-hearing procedures concerning a pre-hearing conference and exchange of exhibits and witness lists. If an impartial due process hearing is to be held under the Individuals with Disabilities Education Act (IDEA) concerning issues relevant to the Section 504 proceeding, a hearing officer qualified to conduct IDEA proceedings may consider Section 504 issues at the impartial hearing. The issues under IDEA and Section 504 shall be separately addressed in the hearing decision;

(f) Participate in the hearing, whereby you will have an opportunity to communicate in English or in your native language; present written and oral evidence; question and cross-examine witnesses; and be represented by counsel at your own expense.

(g) Be notified in writing of the Hearing Officer's decision within forty-five (45) days following completion of the hearing. The School District or parent/guardian may seek review of the decision of the Hearing Officer in a court of competent jurisdiction. The Hearing Officer decision shall be implemented unless the decision is stayed, modified, or overturned by a court.

If a parent/guardian believes the District has not acted in compliance with the law, s/he also has the right to file a complaint with the Office of Civil Rights. The Regional Office that covers North Dakota is:

OFFICE FOR CIVIL RIGHTS, REGION V
U.S. Department of Education
John C. Kluczynski Building
230 South Dearborn St., Floor 37
Chicago, IL 60604

The Glen Ullin School District Section 504 Compliance Officer is Peter Remboldt. He is responsible for assuring that the District complies with Section 504 and may be reached at 701-348-3590, premboldt@glenullinbearcats.org.

STUDENT CONDUCT (Policy FHC)

It is the intention of the Glen Ullin School Board that the learning environment shall be safe, drug free, and conducive to learning.

The Board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on District property or on property within the jurisdiction of the district; while on school owned, operated, and/or chartered vehicles; while attending or engaged in school activities; and while away from the school grounds if misconduct will directly affect the good order, efficient management and welfare of the district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students in our schools are expected to act in such fashion that their behavior will reflect favorably on the individual student and on the school, will show consideration for fellow students, and will create a harmonious school atmosphere. To accomplish this, all students must recognize their individual responsibilities and obligations and discharge them in accordance with the school regulations.

Attention is specifically called to behavior on school buses, at lockers, in the lavatories, in the gymnasium, in the corridors, in the cafeteria, in the area outside the school, in the library, in school offices, and of course, in the classrooms.

Students may exercise their right to freedom of expression through speech, assembly, petition, and other lawful means. The exercise of this right may not interfere with the rights of others. Freedom of expression may not be utilized to present material which tends to be vulgar or slanderous, or to defame character, or to advocate violation of federal, state, or local laws, or official school policies, rules, and regulations.

The rights and limits of students respecting freedom of speech, press, and assembly shall be in accord with the First Amendment of the United States Constitution. In each instance in which an employee acts to help students conduct themselves properly, emphasis shall be placed upon the growth of students in ability to discipline themselves.

The authority of schools extends beyond the building to the school grounds and to all places where school-sponsored activities are held, including athletic contests and such other activities as have a direct and immediate effect either on school discipline or on the general safety and welfare of students and staff.

Students shall have the right to receive annually at the opening of school, a publication listing the rules and regulations to which they are subject. Students have the responsibility to know and respect the rules and regulations of the school.

The Boys Town Behavior Model has been used as guidance implemented school wide to promote the development of social skills and to guide student behavior. This focuses on strategies to create a productive and cooperative social climate and to help students be successful individuals both in and out of school.

The following social skills set the foundation for our school expectations and are practiced in the classroom:

1. Following instructions
2. Accepting criticism or a consequence
3. Accepting "No" for an answer
4. Getting the teacher's attention
5. Disagreeing appropriately
6. Making an apology
7. Accepting compliments
8. Having a conversation
9. Asking for help
10. Asking permission
11. Staying on task
12. Sharing with others
13. Working with others (being a team)
14. Listening to others
15. Using an appropriate voice tone

STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS

- Each Student has the right to pursue an education
- Each Student has the right to express opinions verbally or in writing
- Each Student has the right to expect that the school will be a safe place for all students to gain an education
- Each Student has the right to expect to assist in making decisions concerning his own educational goals.
- Each student has the right to be represented by an active student government selected by free student elections
- In cases of suspension and expulsion, the student who is disciplined has the rights provided by the school code and constitutional due process. If student witnesses testify in a disciplinary case, student witnesses' names shall not be made public.

RESPONSIBILITIES

- Each Student may not hamper any other student from pursuing an education
- Each Student must express opinions and ideas in a respectful manner so as not to offend or slander others.
- Each Student must be aware of all rules and expectations regulating student behavior and conduct and must follow the guidelines established in this code.
- Each Student must participate in learning situations
- Each Student must play an active part in student senate by running for office, or conscientiously voting for the candidates and make the students' concerns known to the administration through the student representatives.
- Each Student must be willing to volunteer information in disciplinary cases should the student have knowledge of importance in such a case.

						Level IV		Level V	
				LEVEL III		Action	Consequences	Action	Consequences
LEVEL I		LEVEL II		Action	Consequences				
Safe	1 st offense- Parental Contact & written warning	4th offense of Level I in 1-month period	Parent meeting & possible implementation of a behavioral plan	3rd offense of Level II	1-10 days in- school or out of school suspension, Parental Meeting, & Authorities Notified (if appropriate)	Being under the Influence of alcohol or other Mind- Altering drugs	2- 10-day suspension, Parental Meeting, & Authorities Notified (if appropriate) <i>Any physical attack will result in out- of-school suspension for the remainder of the day on the date of the incident</i>	2nd offense of Level IV Possession or using weapons	4-10 day out- of-school suspension or expulsion, Parental Meeting, & Authorities Notified <i>Any physical attack will result in out- of-school suspension for the remainder of the day on the date of the incident</i>
Physical Behavior Vulgar Language	2nd Offense- Parental Contact & ½ hour detention 3rd Offense Parental Contact & 1- hour detention	Minor Vandalism of school property Skipping Detention*	- 1st Offense – Parental Contact & 1-hour det 2nd Offense- Parental Meeting & 2 hours det.	Possession of Tobacco/ alcohol Credible Threat**	<i>Any physical attack will result in out- of-school suspension for the remainder of the day on the date of the incident</i>	Major Vandalism Deliberate action with the intent to endanger the life, health, or safety of another			

Glen Ullin Public School Discipline Ladder- Used as a guideline for Student Discipline

Bullying and Sexual Harassment are covered in Title IX and Bullying policies in the book.

*If a student moves up the ladder through skipping detentions, and ends up serving an In-School Suspension, this DOES NOT erase (forgive) the original detentions earned. Detentions must still be served.

** If a student feels their safety is threatened by another student's words or actions, the perpetrator will be isolated from the victim until a reasonable effort to maintain a safe environment has been created by school personnel. This seclusion may include in- or out- of –school suspension or an alternative learning environment. All actions by the administration will consider maintaining the best educational environment for ALL students.

FLOW CHART FOR DISCIPLINE COMMUNICATION

1. -Teacher/ Para witness a situation requiring an intervention
2. -Deescalate situation

3. -Document situation and make sure it is entered in PowerSchool Incidents noting who, what, when, and where.
4. -Principal & Assistant Principal will receive notification
5. -Assistant Principal will talk to student & witnessing staff about the situation
6. -Discipline ladder will be referenced
7. -If a consequence is warranted
 - Yes, a report is written to in PS to Principal
 - If approved by principal, then teacher & parent/guardian will be notified
 - No, a report is written to in PS to Principal & teacher is notified

PLAGIARISM

It is the responsibility of the faculty at Glen Ullin Public School to teach students about the research process, the proper use of grammar and conventions, and the rules of proper documentation. Faculty members also are expected to hold students responsible for honest work. Students are expected to accurately reference all sources of information used for a project. Plagiarism will not be tolerated at Glen Ullin Public School.

DEFINITION OF PLAGIARISM

Plagiarism is defined as:

- Copying of another person's ideas and/or works, whether intentional or not, in whole or in part, from a print or non-print source, and using those ideas or works as ones' own.
- Deliberate and/or consistent lack of proper documentation and citation in the project or paper.
- In-text documentation that is not reflected in the Works Cited page.

TEACHER RESPONSIBILITIES

Glen Ullin Public School teachers are to provide the following at the beginning of the paper or project:

- An assignment sheet with detailed instructions;
- A rubric outlining assessment at all point of the process and for the final product;
- Clear guidelines regarding acceptable amounts of help from peers or other adults.

In addition, teachers are responsible for:

- Assisting students who are having difficulty in the location and evaluation of information;
- Assisting students in how to manage time and deadlines throughout the research process;
- Conferencing with students on formatting and composing the project or paper.

STUDENT RESPONSIBILITIES

Glen Ullin students will:

- Submit authentic work;
- Follow the project instructions and deadlines assigned by the teacher;
- Ask questions and seek assistance;
- Cite sources correctly and accurately.

BULLYING (Policy FHCIA)

For the purposes of this policy:

Bullying is defined as conduct prescribed in NDCC 15.1-19-17. The superintendent should place this definition, in its entirety, in student and staff handbooks and should develop guidelines to assist students and staff with identifying this conduct.

Protected classes are classifications/characteristics protected from discrimination by NDCC 14-02.4-01 and federal law. The following classes are protected: race, color, religion, sex, national origin, age, disability (physical or mental), and status with regard to marriage or public assistance.

School property or the term **on-campus** refers to all property owned or leased by the District, school buses and other vehicles, or any school district sponsored or school-sanctioned activity.

School-sanctioned activity is defined as an activity that:

- Is not part of the district's curricular or extracurricular program; and
- Is established by a sponsor to serve in the absence of a district program; and
- Receives district support in multiple ways (i.e., not school facility use alone); and
- Sponsors of the activity have agreed to comply with this policy; and
- The District has officially recognized through board action as a school-sanctioned activity.

School-sponsored activity is an activity that the District has approved through policy or other board action for inclusion in the district's extracurricular program and is controlled and funded primarily by the District.

School staff includes all employees of the Glen Ullin School District #48, school volunteers, and sponsors of school-sanctioned activities.

True threat is a statement that, in light of the circumstances, a reasonable person would perceive as a serious expression of an intent to inflict harm.

PROHIBITIONS

While at a public school, on school district premises, in a district-owned or leased school bus or school vehicle, or at any public school or school district sanctioned or sponsored activity or event, a student may not:

- Engage in bullying;
- Engage in reprisal or retaliation against:
 - A victim of bullying;
 - An individual who witnesses an alleged act of bullying;
 - An individual who reports an alleged act of bullying; or
 - An individual who provides information/participates in an investigation about an alleged act of bullying.
- Knowingly file a false bullying report with the District;

Off-campus bullying that is received on school property is also prohibited. The District has limited disciplinary authority to respond to such forms of bullying.

REPORTING PROCEDURES FOR ALLEGED VIOLATIONS

Reporting requirements for school staff: Any school staff member with knowledge or suspicion of a violation of this policy or who has received an oral or written report of a violation of this policy from a student, community member, or anonymously shall contact the building principal to inform him/her as soon as possible. If the alleged violation implicates the building principal, the school staff member shall report it to the superintendent. If the alleged violation implicates the superintendent, the school staff member shall file it with the Board President.

Should school administration determine that a school staff member knew of or suspected a violation of this policy and failed to report it in accordance with the procedure above, the staff member may be subject to disciplinary consequences or, for sponsors of school-sanctioned activities, other corrective measures?

Reporting options for students and community members: Students and community members (including parents) may report known or suspected violations of this policy using any of the following methods:

- **Complete a written complaint form:** A complainant will have the option of including his/her name on this form or filing it anonymously. The District will place blank forms in a variety of locations throughout the school and should inform students and staff of these locations. The form may be returned to any school staff member, filed in a school building's main office, or placed in a designated drop box located in each school.
- **Complete and submit an online complaint form:** A complainant will have the option of including his/her name on the form or submitting it anonymously.
- **File an oral report with any school staff member.**

A complaint filed anonymously may limit the district's ability to investigate and respond to the alleged violations.

REPORTING TO LAW ENFORCEMENT & OTHER FORMS OF REDRESS

Any time a school staff member has reasonable suspicion that a bullying incident constituted a crime, she/he shall report it to law enforcement. Also, nothing in this policy shall prevent a victim/his/her family from seeking redress under state and federal law.

DOCUMENTATION & RETENTION

The District shall develop a form to report alleged violations of this policy. The form should be completed by school staff when they:

- Initiate a report of an alleged violation of this policy; or
- Receive an oral report of an alleged violation of this policy. The form should be completed by an administrator when s/he:
- Initiates a report of an alleged violation of this policy; or
- Receives an oral report of an alleged violation of this policy.

All written reports of an alleged violation of this policy received by the District shall be forwarded to the appropriate school administrator for investigation and retention.

Report forms and all other documentation related to an investigation of an alleged violation of this policy shall be retained by the District for six years after a student turns 18 or graduates from high school, whichever is later. If a student does not graduate from the District, such reports and investigation material shall be retained for six years after the student turns 18.

INVESTIGATION PROCEDURES

School administrators (i.e., a principal, an assistant superintendent, or the superintendent) are required to investigate violations of this policy (as prescribed under "Prohibitions"), when in receipt of actual notice of an alleged violation. Actual notice of an alleged violation occurs when alleged bullying, reprisal, retaliation, or false reporting is reported using the applicable method(s) prescribed in the reporting section of this policy.

Upon receipt of a report of an alleged policy violation, the designated administrator shall first determine if the alleged policy violation is based on a protected class—whether actual or perceived. Reports involving a protected class shall be investigated in accordance with the district's harassment/discrimination policy, including the timelines contained therein.

In all other cases, administration shall determine the level of investigation necessary based on the nature of the alleged violation of this policy after considering factors such as, but not limited to: the identity of the reporter and his/her relationship to the victim/alleged perpetrator; the ages of the parties involved; the detail, content, and context of the report; whether this report is the first of its type filed against the alleged perpetrator. Based on the level of investigation the administrator deems necessary, investigations may include any or all of the following steps or any other investigatory steps that the administrator deems necessary:

1. Identification and collection of necessary and obtainable physical evidence (NOTE: In some cases physical evidence may be unobtainable, e.g., a private social networking profile);
2. Interviews with the complainant, the victim, and/or the alleged perpetrator. At no time during an investigation under this policy shall the victim/complainant be required to meet with the alleged perpetrator;
3. Interviews with any identified witnesses;
4. A review of any mitigating or extenuating circumstances;
5. Final analysis and issuance of findings in writing to the victim and bully and, if applicable, implementation of victim protection measures and disciplinary measures under this or other applicable policies.

Investigations shall be completed within 60 days unless the administrator documents good cause for extending this deadline. Such documentation should be sent to victim and alleged perpetrator during the investigation.

DISCIPLINARY & CORRECTIVE MEASURES

Students that the District has found to have violated this policy shall be subject to disciplinary consequences and/or corrective measures. When determining the appropriate response to violations of this policy, administration shall take into account the totality of circumstances surrounding the violation. Measures that may be imposed include, but are not limited to:

- Require the student to attend detention;
- Impose in- or out-of-school suspension or recommend expulsion. Due process procedures contained in the district's suspension and expulsion policy shall be followed;
- Recommend alternative placement. This recommendation shall be submitted to the superintendent for approval or denial. The superintendent may approve such recommendations only if the student has been given notice of the charges against him/her and an opportunity to respond;
- Create a behavioral adjustment plan;
- Refer the student to a school counselor;
- Hold a conference with the student's parent/guardian and classroom teacher(s), and other applicable school staff;
- Modify the perpetrator's schedule and take other appropriate measures (e.g., moving locker) to minimize contact with the victim;
- If applicable, contact the administrator of the website on which the bullying occurred to report it.

If the misconduct does not meet this policy's definition of bullying, it may be addressed under other district disciplinary policies.

For bullying initiated off campus and received on campus (e.g. cyberbullying), the District only has authority to impose disciplinary measures if the bullying substantially disrupted the educational environment or posed a true threat. In all other cases of off campus bullying received on campus, the District may only take corrective measures as described in items five through eight above.

If the perpetrator is a school staff member, the District shall take appropriate disciplinary action including, but not limited to: a reprimand, modification of duties (only if allowed by applicable policy, the negotiated

agreement, and/or the individual's contract), suspension, or a recommendation for termination/discharge in accordance with any applicable law.

VICTIM PROTECTION STRATEGIES

When the District confirms that a violation of this policy has occurred, it should notify the victim's parents and shall implement victim protection strategies. These strategies shall be developed on a case-by-case basis after administration has reviewed the totality of the circumstances surrounding the bullying incident(s) or other violations of this policy. Strategies may include, but not be limited to, the following:

- Additional training for all students and applicable staff on implementation of this policy and/or bullying prevention.
- Notice to the victim's teachers and other staff to monitor the victim and his/her interaction with peers and/or the assignment of a staff member to escort the student between classes.
- Assignment of district staff to monitor, more frequently, areas in the school where bullying has occurred.
- Referral to counseling services for the victim and perpetrator.
- Modification of the perpetrator's schedule and other appropriate measures imposed on the perpetrator (not the victim) to minimize the perpetrator's contact with the victim.

PREVENTION PROGRAMS & PROFESSIONAL DEVELOPMENT ACTIVITIES

In accordance with law, the District shall develop and implement bullying prevention programs for all students and staff professional development activities.

STUDENT DISCIPLINE (Policy FHD)

Good discipline in the school is extremely important to the school program. Without good discipline the school cannot discharge its primary responsibility in the development of citizenship. Without good discipline the school cannot maintain a learning environment that is safe, drug free, and conducive to learning. Without good discipline, students cannot realize their greatest opportunities for growth. Good discipline in the classroom consists of businesslike behavior which encourages active, cooperative participation by each student.

In situations involving undesirable behavior, it is necessary for the school to impose discipline. Disciplinary measures will be reasonable and appropriate to the nature of the misbehavior of the offending pupil and in accordance with the law.

The assistant principal and the teachers are charged with working to discipline in each school, in order to promote a learning environment.

Teachers are expected to assume responsibility for the discipline of students in the individual classrooms as well as contributing to the monitoring of discipline throughout the building. The teacher is responsible for the safety, instruction and if so required discipline of pupils in his/her charge and as assigned by the principal or superintendent. The teacher shall enforce all rules governing the conduct of pupils. In maintaining discipline, the teachers must be able to proceed with the assurance that support will be forthcoming from the principal, the superintendent, and the School Board.

The authority of school officials acting pursuant to school rules is applicable to student behavior on and off campus when relevant to any lawful mission, process, or function of the school. The school may prohibit any action which impairs, interferes with, or obstructs the missions, processes, and functions of the school. The relationship of each off-campus student activity to the mission, process, or function of the school must be determined from the specific situation.

The constructive side of discipline should be emphasized. A climate conducive to good citizenship should be created in the school. The best discipline prevents rather than corrects after the wrongdoing has occurred. Conferences with teachers, the principal, and parents should be effectively employed to bring about acceptable classroom behavior. Parents should be advised promptly when students begin to get into difficulty which might lead to suspension.

The use of corporal punishment, defined as physical pain inflicted on a student, is not allowed in the Glen Ullin Public School District. The use of any instrument such as a paddle or stick on a student is strictly prohibited. Corporal punishment does not include action taken by an employee for self-defense, protection of persons or property, obtaining possession of a weapon or other dangerous object, to quell a verbal disturbance or for the preservation of order. The School Board recognizes that reasonable physical force may occasionally be necessary to guard the safety and well-being of students or employees or to deliver a student to an administrator's office.

Complaints against a teacher regarding corporal punishment will be dealt with in accordance with school board policy on personnel complaints.

DETENTION – ADMINISTRATIVE GUIDELINES

Students who continually disregard school rules may be assigned detention as a consequence. Students with unexcused absences or tardiness. Detention will be held after school, before school, during recess, or lunch hour. Twenty-four hour notice or other arrangements with parents will be made before detention time is served. If bus students have been assigned a detention, they must inform their parents, so transportation can be arranged, and the parents can pick up the students after the detention period. Bus students will be given 1 day to make arrangements with their parents for other transportation home. The room to be used for detention will be assigned by the principal/teacher.

Students will be informed as to the day and time of their detention.

SUSPENSION AND EXPULSION (Policy FHDA)

Students are expected to conduct themselves in a manner suitable to their age and grade. Students willfully disobedient or consistently disturbing the class are subject to corrective discipline.

The school board hereby delegates to the superintendent or principal the authority to deal with disciplinary problems in the school including suspension. When a student is suspended this type of action may involve removing a student from classes, buildings, grounds, and activities.

A principal or superintendent may suspend a student for up to ten (10) days or recommend expulsion of a student. Parents of the student shall be notified promptly if a suspension has been given. The superintendent shall also be notified when a suspension has been imposed. The superintendent may expel a student for the remainder of the current school year after providing notice and a hearing as set forth in FHDA-R. When the conduct violates the district policy on carrying a weapon and the weapon is a firearm as defined by that policy, the expulsion may be for up to one calendar year. The superintendent shall determine the length of the expulsion on a case by case basis.

Conduct, including but not limited to the following, exhibited while on school grounds, during a school-sponsored activity, or during a school-related activity is subject to suspension or expulsion:

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Causing or attempting to cause physical injury to another person except in self-defense.
4. Possessing or transmitting any firearms, knives, explosives, or other dangerous objects.

5. Possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.
6. Disobedience or persistent defiance of proper authority.
7. Behavior which is detrimental to the welfare, safety, or morals of other students, and/or substantiated harassment.
8. Truancy.
9. Any student behavior which is detrimental or disruptive to the educational process, as determined by the principal.
10. Offensive and vulgar language, whether or not it is obscene, defamatory, or insightful to violence, where it is disruptive of the educational process.
11. Threats of violence, bomb threats, or threats of injury to individuals or property.

ENROLLMENT OF SUSPENDED STUDENTS

Any student who has been suspended from a school of this district is not eligible to attend any other school within the district until eligible to return to his or her regular school. Any student who has been suspended from another district will not be permitted to enroll in the District until eligible to reenroll in his or her former district or until the Board or the superintendent has reviewed the prior suspension and determines that the suspension was illegal or improperly given.

BUS CONDUCT (Policy FHCB)

The disciplinary authority of the school shall exist over all students while being transported to and from the schools, and the driver of the bus shall be charged with their control and discipline while they are being transported. The responsibility for supervision begins when the student boards the bus and ends when the student is delivered to the regular bus stop at the close of the school day.

The Board requires students to conduct themselves in the bus in a manner consistent with established standards for classroom behavior and student safety. The administration shall establish specific rules in keeping with this policy and shall take steps to ensure that all bus drivers as well as student riders understand the safety issues involved.

When a student behaves improperly on a bus, the bus driver shall document the incidents and report them to the principal or superintendent. The principal or superintendent will inform the parents immediately of the misconduct and request their cooperation in correcting the student's behavior. Students who become a serious disciplinary problem on the school bus may have their riding privileges suspended indefinitely by the principal or superintendent. This suspension of riding privileges shall not exceed the balance of the school year. In such cases, the parents of the student involved become responsible for seeing that their student gets to and from school safely.

All students being transported by school transportation to and from any school activity during the winter months shall be properly dressed to protect them from the extreme weather conditions. This precaution is necessary so that the student will be prepared for any mishaps that might occur which expose them to inclement weather. Proper clothing includes protective head covering, winter coat or jacket, mittens or gloves, and foot gear.

This policy shall extend to any trip under school sponsorship, including extracurricular trips. Students shall respect the wishes and directives of staff and chaperones appointed by the school.

BUS CONDUCT - ADMINISTRATIVE GUIDELINES

1. Pupils will ride on assigned buses. Parents must request in writing any exceptions to this rule.
2. Pupils will board and debark from their assigned bus at selected designations unless written permission is granted to be let off at other than the regular stop. The bus driver must be presented such a written request signed by office personnel. Parents will assume the responsibility for the child when such a request is made and granted.
3. Accommodations may be made for students with physical limitations so that they may safely ride the bus.
4. Student Responsibilities:
 - a. Be on time at the designated school bus stops. Students not riding the school bus, please notify the bus driver or school at 348-3365. In town students, will have 30 seconds from the time the bus stops to be walking towards the bus to enter.
 - b. Stay off the road while waiting for the bus.
 - c. Wait until the bus comes to a complete stop before attempting to board the bus. Line up in an orderly, single file manner. Do not rush to get on the bus.
 - d. Keep hands and head inside the bus at all times.
 - e. Assist in keeping the bus safe and sanitary at all times.
 - f. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and may result in a serious accident.
 - g. Vandalism to school vehicles or fixtures (such as seats) will not be tolerated. Offenders will pay for the damage to the vehicles or fixtures.
 - h. Never tamper with the bus or any of its equipment.
 - i. Keep books, packages, coats, and all other objects out of the aisles.
 - j. Remain in the bus in case of road emergency, unless directed to do otherwise by the bus driver.
 - k. Do not throw anything out of the bus window.
 - l. Always be courteous to fellow pupils, the bus driver, and to passers-by.
 - m. Always remain seated while the bus is in motion.
 - n. Keep absolutely quiet when approaching and crossing railroad tracks at a railroad-crossing stop.
 - o. Squirt guns will not be allowed on the buses.
 - p. Cross the road at least 10 feet in front of the bus only after checking to be sure no traffic is approaching and/or after receiving a signal from the driver.
 - q. Help look after the safety and comfort of small children.
 - r. Riders are not permitted to leave the bus at other than regular stops unless proper authorization has been given in advance by school officials.
 - s. WINTER WEAR: ALL STUDENTS MUST have proper winter weather clothing to be permitted on the bus. Please see Cold Weather Dress Policy under Dress Code.
5. The above rules and regulations will apply to any trips under school sponsorship.
 - a. Pupils shall respect the wishes of chaperones appointed by the school officials to accompany the bus riders.

SEARCHES OF LOCKERS (Policy FHBC)

Provision for temporary storage and safety of students' personal possessions ordinarily used in their day-to-day school activities will be made in certain school buildings by such devices as lockers. These lockers may not be used to conceal weapons and/or illegal substances.

Ownership and control of all lockers is retained by the school district. Access to all lockers under certain conditions is a legal right of school officials whose responsibility it is to protect the health, safety, and welfare of all students enrolled.

When the school principal has a reasonable suspicion that one or more lockers may contain objects or substances in violation of school rules or which may be detrimental to the health, safety, or welfare of all students enrolled, the principal may initiate a search of those lockers. The principal should make a reasonable effort to contact the student and ask the student to open the locker. The principal should then inspect the locker in the presence of the student.

If the student cannot be located, if the student refuses to open the locker, or if an emergency is deemed to exist, the principal may open and inspect the student's locker. In such a case, the principal should be accompanied by at least one other adult person.

In the event a police officer or other law enforcement officer is to conduct a search of a student's locker, person, or possessions, a search warrant is necessary.

Dogs may be used in the search of a student's locker. When the dog handler is a police officer, the officer shall be accompanied by a school official and shall not take part in the search once the dog has alerted unless a search warrant has been obtained.

The superintendent should be notified whenever a search has been conducted.

SEARCHES OF STUDENTS (Policy FHBD)

A search of a student's personal property or clothing should only be undertaken when there is a reasonable suspicion that the student is concealing an object(s) or substance(s) in violation of school rules or which may be detrimental to the health, safety, or welfare of all students enrolled.

Because state and federal law and school policy prohibited certain articles and substances from being carried by students on school grounds, all personal property of students including but not limited to duffle bags, backpacks, book bags, and purses shall be subject to inspection at the discretion of the principal. When the principal has reason to believe that one or more students are carrying contraband, those students shall be asked to allow a search of their possessions. They may also be asked to empty their pockets. Such search should be conducted in private by a school employee of the same sex as the student with a school employee present as a witness and only with the permission of the principal. Strip searches shall not be conducted.

In the event a police officer or other law enforcement officer is to conduct a search of a student's locker, person, or possessions, a search warrant is necessary.

The superintendent and parent/guardian should be notified whenever a search has been conducted.

SCHOOL PROPERTY RULES & REGULATIONS

PLAYGROUND PROCEDURES

Our playground is designated for fun outdoor activities with rules being followed and enforced for the **safety** of all students.

1. Stay within the **boundaries** of the playground and off the streets.
 2. The student who takes out equipment should return equipment to the inside box. If students bring their own toys, they are responsible for loss, theft, or damage.
 3. **Slides** are meant for sliding down only; no walking up, hanging over the side, or sliding down headfirst is permitted. Rocks should not be put on the slides.
 4. Only touch **football** is allowed and is to be played in the open area.
 5. **Basketball** is to be played on the basketball court.
 6. Students should keep their whole body on the **merry-go-rounds**. Wait until the motion is stopped before getting on or off.
 7. There should be no standing up, parachuting, swing tag (spider), or linking legs while playing on the **swings**.
 8. Students playing with **playground balls** should play a safe distance from the building. No throwing anything against the building. Balls like baseballs and softballs should be used on the ball field; away from where other children are playing by the building.
 9. Students should refrain from activities that are extremely rough where there is a great danger of someone getting hurt, including: tackle football, chicken fighting, knocking someone down/tackling them, tripping others, piling games, king of the hill, etc.
 10. Students will leave rocks, sticks, snowballs, and other **dangerous objects** alone
 11. Students are expected to use language that will not hurt others feelings or be disrespectful.
 12. **Dress code** for outside: In cold winter weather, students must wear winter coats, boots, hats or headbands, gloves or mittens, and snow pants. During spring or fall weather, coats and boots may be needed based on the temperature and moisture.
 13. When the bell rings, students are to stop what they are doing and **line up quickly**, with hands and feet to themselves.
 14. Students should immediately report **injuries** to the teacher or aide on duty. The office staff will inform parents, if necessary.
 15. Ask teacher or aide on duty for **permission to go inside**.
 16. There is **no seniority** on the playground-- first come, first serve.
 17. Everyone is expected to go outside unless he/she is **ill**, has **makeup work**, or has been detained by a teacher or the principal for **disciplinary reasons**. Otherwise, students must have a written excuse from parents stating the exact reason why the student must be kept inside. Notes are valid for one day only.
 18. Students will show **pride** in their school by keeping the building and grounds free of litter.
- ****Consequences for failure to follow playground rules may be the loss of playground privileges, detention, or suspension.**

USE OF GYM

Usage of street shoe, black soled tennis shoes, or other types of shoes that mark the gym floor will not be permitted. Tennis shoes are the only shoes allowed on the floor. Students enrolled in Physical Education classes must have a designated pair of tennis shoes for gym use.

USE OF TELEPHONE

Students may use the office phone with permission from the classroom teacher and the office staff. Incoming calls, not classified as urgent, will be handled through a message and students will make return calls between classes, at noon, or after school. Misuse of the phone will result in loss of phone privileges.

ANIMALS IN THE CLASSROOM OR ON SCHOOL PROPERTY

Animals are not allowed in the Glen Ullin Public School building without prior approval of the teacher and the administrator.

SKATEBOARDS

Skateboard and roller blades are not to be ridden/worn in the school building or school grounds at any time.

TECHNOLOGY

TECHNOLOGY ACCEPTABLE USE POLICY

Due to the ever-changing nature of the technology involved with the Internet, Glen Ullin Public School District reserves the right to modify this policy for the protection of the students and the system.

EDUCATIONAL TOOLS

Glen Ullin Public School is using Google Suite for Education in grades 3-12. G Suite for Education is a set of education productivity tools from Google including Drive, Docs, Classroom, and more. Students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn digital skills.

UNACCEPTABLE USE OF THE INTERNET

1. Use the network for any illegal activity, including violation of copyright or other contracts;
2. Use the network for financial or commercial gain;
3. Degrade or disrupt equipment, software or system performance;
4. Vandalize the data of another user;
5. Wastefully use finite resources such as paper or ink;
6. Gain unauthorized access to resource or entities;
7. Invade the privacy of individuals;
8. Use an account/password/login of another user;
9. Post personal communications without the original author's consent;
10. Post anonymous messages;
11. Download, store or print ANY files or messages which are profane, obscene, or that use language which offends or tends to degrade others;
12. Violate any "content guidelines" which will be imposed by the school.

SECURITY GUIDELINES TO CONSIDER:

1. Be cautious when revealing your name, address or phone number, or any such private, confidential information such as credit card numbers.
2. Likewise, NEVER share names, addresses or phone numbers or confidential information of other people.
3. NEVER share your password or anyone else's password.
4. Change your password occasionally.

VANDALISM/HARASSMENT

Vandalism of any sort will not be tolerated. Vandalism includes any act of damaging or defacing the computer hardware, any accessory, and/or the attempt to harm or destroy any data or on any internal system. Creating or trying to load a virus would be considered a serious act of vandalism.

Harassment is the attempt to annoy another user or interfere with another user's communications or works. Sending unwanted e-mail is an example of harassment.

SECURITY

Security is a major concern for all computer systems, especially when the system involves the many uses of the Internet. That is why the list of unacceptable use includes items that would invade the privacy of confidentiality of other users anywhere on the network. Local users found to be a security risk or one who attempts to enter any other computer system seeking private information will be denied access to the Internet and/or computers. For example, if the school administration wished to share its budget information and financial records with school board members through a private system, and a student or patron would attempt to invade that system that is a break in security that would be unacceptable. Any teachers' grade reports would be confidential and searching for these records would be a breach in security.

Because of confidentiality issues, names of students will not be placed with pictures on the Glen Ullin website.

CONSEQUENCES FOR VIOLATIONS

Any violation of this policy, including instances of abuse, vandalism or harassment, will lead to loss of privileges for a time to be determined by the teacher and the principal.

CELL PHONE USE – ADMINISTRATIVE GUIDELINES

Cell phone usage is a privilege at Glen Ullin Public School. Students may use them prior to the school day, during noon hour, in between classes, and after school. Otherwise, cell phones must be turned off while in the building and put away.

The school district will not be responsible for lost or stolen cell phones. Staff will take appropriate actions if a cell phone is seen or heard during the school day. Disciplinary actions include, but are not limited to:

- 1st offense: Cell phone will remain in the office until end of day, the student will be allowed to pick up the phone, and the parent will be notified that the phone is in the office.
- Multiple offenses: Students may lose all cell phone privileges and may receive additional consequences such as loss of recess, detention, or suspension.

This policy also applies to smart watches, tablets, or any other device capable of sending receiving messages or data. Students who record inappropriate content on a cell phone will be subject to suspension and/or expulsion at the discretion of the administration.

LIBRARY POLICY

MISSION STATEMENT

The Glen Ullin Public School Library shall support the mission and philosophy of the Glen Ullin Public School District. The Glen Ullin Public School Library will provide relevant instruction in information literacy, foster a lifelong love of reading and learning, and provide free access to a diverse collection of quality media

found in multiple formats which support the school's curriculum; all within a safe, comfortable, and welcoming environment.

VISION/PURPOSE

The purpose of the Glen Ullin Public School Library is to complement and support the school's curriculum, while building a love of reading to develop independent thinkers who will become lifelong learners and contributors to our society. The library is open to all faculty, staff, students, and parents. It practices nondiscrimination and promotes a safe, comfortable and welcoming environment which supports free access to a high quality and diverse collection of educational services and resources in a variety of formats.

LIBRARY PROCEDURES

All elementary books have a weekly checkout. Books may be renewed as long as the book is brought back for renewal and no other person is on the waiting list. If materials are lost or damaged when checked out, see the section marked below. No students are allowed in the library when the librarian or teacher is not present.

PATRON RESPONSIBILITY

Patrons are responsible for checking out materials and returning all other materials back to their original place (including books, magazines, bean bags, etc.) before leaving the library.

LIBRARY CONDUCT

All patrons are to be respectful to the library learning community and patrons within. Excessive noise/commotion and/or inappropriate language/actions will not be tolerated. Safety is to be practiced in all Library endeavors. Failure to follow the library procedures or code of conduct may result in a loss of library privileges.

PERIODICALS/REFERENCE MATERIALS

Current periodicals and newspapers will be in the media center area of the library and are to be used only in the library. Arrangements may be made with the librarian for extended use. Reference materials may be used in the library, but can be checked out when arrangements are made by the classroom teacher.

OTHER CHECK-OUT OPTIONS

MANDAN-MORTON BOOKMOBILE

The Bookmobile visits each month. Books are checked out for a one month period. Books may be requested ahead of time for the next delivery.

INTER-LIBRARY LOAN

Materials that are needed and cannot be found in the school library may be obtained through the State Library. Patrons should contact the librarian if these materials are needed and complete a formal request. A minimum of one week's time is required for material arrival, but this is based upon the availability of the material. The librarian will contact the patron when the materials arrive. Materials are due on the date listed by the lending library.

LOST/DAMAGED MATERIALS

Patrons will be expected to pay for any lost library material. Damaged materials need to be returned to the Librarian for assessment and repair. Only if the item cannot be repaired, the patron will be charged a replacement fee. Patrons with an overdue book may not be allowed to check out another book until their book is returned or the bill is paid.

INTELLECTUAL FREEDOM STATEMENT

The Glen Ullin Public School supports and is in agreement with the philosophy statements contained in: The American Library Associations "Library Bill of Rights" and "Freedom to Read Statement."

ILLEGAL PRACTICES

INTERVIEWS BY POLICE (Policy FHBA)

When there is a need for a police officer to interview a student, the officer is to be requested to confer with the student at a time when he/she is not under the jurisdiction of the school, if this can be arranged. However, when it is impractical, the officer may confer with the student during school hours, provided that the following conditions are met:

1. The officer is properly identified.
2. Permission from a school official is given.
3. Parents are notified immediately, if possible.
4. Student(s) are removed from the classroom by school personnel only, to guard against other students knowing about the matter.
5. The student's parent or guardian should be present during the conference. When this is not possible, permission to interview may be granted only if the superintendent determines that it is necessary for the child to be interviewed immediately and only in the presence of a school administrator.
6. The students will be afforded the same rights they have outside of the school. When they are suspected of having committed an unlawful act they must be informed of their constitutional rights by the police. They must not be subjected to coercion or illegal restraint.
7. When police officers are acting on behalf of the Department of Human Services in the investigation of a report of child abuse, Policy FFEB/FHBB shall apply.

POLICE OFFICER'S RIGHTS WITH REGARD TO STUDENTS

1. Right to Question Students in School: Police officers have no absolute right to enter the school premises and demand to interview any student. A spirit of cooperation should be extended to any bona fide police or law enforcement official who comes to a school seeking to interview students.
2. Right to Remove Students from School: Police officers have no right to remove a student from the school for purposes of interview, and this should not be allowed in the absence of the specific consent of parent or guardian.
3. Police officers, counselors of the juvenile court, or other authorized law enforcement officials have an absolute right to enter the school to take a student into custody or to make a lawful arrest of a student. However, the officer should be made to display either an order signed by a judge of the juvenile court authorizing the taking of the student into custody, or to display a warrant for the

student's arrest. If the student is arrested and/or taken into custody at a school, the school officials should make every effort to notify the parents immediately.

4. Right to Serve Subpoena in School: Police officers have a legal right to enter schools to serve subpoenas.

COOPERATION WITH LAW ENFORCEMENT AGENCIES

While police officers have the legal right to serve a subpoena at school, the serving officials should be strongly urged to serve these subpoenas at the home of the student whenever possible.

In all of these situations, efforts should be made to minimize embarrassment or loss of class time for the student.

The office of the superintendent should be notified immediately when any of the above-mentioned actions has occurred.

VANDALISM (Policy FHCE)

Damage or destruction of school property will not be tolerated. Reimbursement for damages will be expected in cases of vandalism as opposed to accidental damage. Because incidents of willful or malicious abuse, destruction, defacing, and theft of property of the school district are clearly contrary to the best interests of the school district and injurious to the rights and welfare of the entire community, it will be the policy of the Board to seek all legal redress against persons found to have committed such acts.

Books, materials, and equipment supplied by the district for the pupils must receive reasonable care. Students wantonly defacing school furniture or damaging school property or losing books charged to their care will be fined an amount sufficient to restore the damaged article to original condition or replace it.

Disciplinary action will be taken when students are involved. Full restitution for the damage caused will be sought from the responsible persons, or in the case of minors, from the minors and their parents, under the laws of this state.

The Board may offer a reward as authorized by North Dakota law to any person furnishing information leading to the apprehension and conviction of any person(s) appropriating or destroying property or equipment belonging to the school district. The Board may also accept private donations to establish a reward fund to encourage the furnishing of such information.

DRUG USE/ABUSE (Policy FHCF)

The school has a clear responsibility to maintain an atmosphere which will promote a quality learning environment. It is the intention of the Glen Ullin School Board that the learning environment be safe, drug free, and conducive to learning. Because the use of drugs, alcohol, and other chemicals among young people has become a major problem in our country and because the use and availability of these substances on school campuses interfere with the educational process, this policy is being adopted and implemented. The policy is designed to help eradicate the influence of drugs, alcohol, and other chemicals within the school environment. As such it is designed to promote chemical health and protect students in the school environment by imposing consequences for violation of standards of conduct by educating students to, deter and prevent the use or abuse of chemicals. It is also designed to serve as a guide for faculty and staff in implementing intervention procedures for students.

EDUCATION

This district will teach about drugs and alcohol in an age appropriate developmentally based education and prevention program in every grade K-12. This program will include information about drug and alcohol counseling and rehabilitation programs available to the students. The district will also conduct staff orientation and continued training, and provide parent and community education. This education program will also include providing an information service for referral to counseling and/or treatment so that students may seek and get counseling on alcohol and drug matters any time without fear of reprisal and with assurance of the confidentiality of the counseling. Referral for treatment when needed should be a constructive and not a punitive action. We recognize that chemical addiction is a treatable disease.

STANDARD OF CONDUCT AND DISCIPLINARY SANCTIONS

PROHIBITED ACTIVITIES

The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. It is the responsibility of the school to establish rules that will eliminate such use from the school setting. Therefore it shall be against school policy for any student to:

1. Sell, deliver, or give, or attempt to sell, deliver, or give to any person any of the substances listed in this policy or what the student represents or believes to be any of the substances listed in this policy.
2. Possess, procure, purchase, or receive, or to attempt to possess, procure, purchase or receive, the substances listed in this policy or what is represented by or to the student to be any of the substances listed in this policy or what the student believes is any of the substances in this policy. A student will be determined to be "in possession" when the substance is on the student's person or in the student's locker, car or handbag, or when he/she owns it completely or partially.
3. Be under the influence of (legal intoxication not required), or to use or consume or attempt to use or consume, the substances listed in this policy or what is represented by or to the student to be any of the substances listed in this policy or what the student believes is any of the substances in this policy.

This policy applies to any student who is on school property, who is in attendance at school or at a school sponsored activity or whose conduct at any time or in any place interferes with or obstructs the missions or operations of the school district or the safety or welfare of students or employees.

PROHIBITED SUBSTANCES

1. Alcohol or any alcoholic beverage.
2. Any controlled substance or dangerous drug as defined by NDCC Sections 19-03.1-05 through 19-03.1-13 and 19-03.1-26 (paraphernalia) or as defined by Section 812, Schedules I-V, of Title 21, United States Code, Section 801, et seq., including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, any depressant, any form of tobacco, and all other illicit drugs.
3. Any abusable glue or aerosol paint or any other chemical substance, for inhalation, including but not limited to, lighter fluid, white out, and reproduction fluid.
4. Any prescription or non-prescription drug, medicine, vitamin or other chemical including, but not limited to aspirin, other pain relievers, stimulants, diet pills, multiple or other type vitamins, pep pills, "no-doze" pills, cough medicines and syrups, cold medicines, laxatives, stomach or digestive

remedies, depressants, sports or muscle-building supplements, and sleeping pills not taken in accordance with the authorized use policy.

5. Any and all tobacco products, including but not limited to e-cigarettes, vapes, cigarettes, cigars, snuff, and chewing tobacco.

AUTHORIZED USE

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin shall follow the procedures of Policy FEAA--Administering Medicine to Students, which requires a prior permission by the parent for aspirin, acetaminophen, or ibuprofen and the signed request of the parent for any other over-the-counter medication, and the signed request of the physician and parent for any prescription medication.

All medications must be stored in the office and administered by staff.

VIOLATION

Disciplinary sanctions will be imposed on any student violating this policy. These sanctions may include suspension or expulsion and notification of proper authorities for prosecution. Prohibited substances will be confiscated and illegal substances will be turned over to law enforcement authorities. The student may be referred to the superintendent.

Any student who is observed to be under the influence of a prohibited substance will be taken immediately to the principal's or superintendent's office. The student's parents will be notified and asked to pick up the student. If there appears to be imminent danger to other students, school personnel, and/or the student involved, the principal or superintendent may have the student removed from the school by school, medical, or law enforcement personnel.

INTERVENTION

We also recognize the responsibility to assist students in recognizing their own addiction. It is realized that the public school has neither the authority nor the responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or the educational climate of the school, the school has a right and a responsibility to refer the student for a formal chemical dependency diagnosis. To this end the Glen Ullin School District encourages faculty members to be observant of student behavior and to participate in a program of intervention. Faculty members may use a check list to determine whether observed behavior should be reported. If the faculty member decides that the behavior indicates a possible prohibited activity, the student should be reported to the principal or superintendent.

If the counselor, principal, or superintendent believes that the student indeed is in need of assistance, the counselor, principal, or superintendent may call the student in for a conference. The counselor, principal, or superintendent may receive assistance in how to confront students from a certified addiction counselor.

If, after conferring with the student, the counselor, principal, or superintendent believes that there is a probability that the student may be experiencing a drug or alcohol problem, the student and/or the student's parent(s)/guardian will be told that it is necessary that the student receive a formal chemical dependency diagnosis.

The school will make a reasonable effort to cooperate with a therapy program if one is recommended for the student.

The School Board of Glen Ullin School District believes that if a student is involved in a chemical dependency program and is successfully addressing his/her harmful involvement with chemicals, he/she may continue in the regular school setting and continue to participate in any extracurricular program unless participation is in conflict with rules and regulations set forth by the Glen Ullin School Board and the North Dakota High School Activities Association.

The school may, through the use of available resources, provide follow-up counseling and supportive assistance to those students who return after successfully completing a therapeutic regimen, realizing that the student may need assistance in dealing with other environmental factors beyond the school's control which may remain unchanged.

A student can expect that any personal problem he/she discusses with an administrator, faculty member, social worker, Core Team Member or counselor will be strictly confidential. There are four exceptions:

1. Whenever a staff member learns of a condition which may adversely affect another student, he/she will have to act on that information.
2. If a student is experiencing health and/or emotional problems because of controlled substance use or abuse and is unable or unwilling to seek assistance, then referral should be made. Confidentiality will be maintained subject to the welfare of the student.
3. If a staff member has reasonable cause to suspect child abuse, the staff member must report to the Children and Family Services Division of the Department of Human Services.
4. If a staff member is called to testify in a judicial proceeding.

POLICY IMPLEMENTATION

A copy of this policy will be given annually to each student. In addition, student handbooks will be used to inform students that the use of alcohol and other drugs is wrong and harmful and is not permissible. Students, employees, and parents will be given a copy of the standards of conduct and the statement of sanctions required concerning the possession, use or distribution of illicit drugs and alcohol. Compliance with these standards of conduct is mandatory. The handbook will include a form for parents to sign and return indicating that the information in the handbook has been received and read by the student and the parents. The principal or superintendent will maintain a file of returned forms.

The superintendent or designee will annually conduct in-service training sessions for all school district employees, which will include a review of this policy and procedures for implementation thereof. In the event an employee is unable to attend such in-service training sessions, the superintendent or designee will cause this policy to be individually reviewed with such employee.

The superintendent will maintain a list of all employees with whom this policy has been reviewed, whether individually or through in-service training, along with the dates of such review or training.

The Glen Ullin School District will review this policy and its implementation annually to ensure that disciplinary sanctions are consistently applied and to determine the effectiveness of the program for the prevention of alcohol and other drug use/abuse. Minutes of the school board meeting at which this review takes place shall document the review.

TOBACCO USE IN THE SCHOOLS (Policy DADE)

Smoking and use of tobacco product are prohibited on all school property and in school-owned vehicles 24 hours per day, 365 days per year. The use of tobacco and/or tobacco products by students, all school personnel, patrons and visitors is strictly prohibited at all times. This also includes other organizations that use the school property for events/activities.

Students: Smoking or possession of tobacco products by students, regardless of age, is prohibited on school property and at all school functions. The principal/superintendent are responsible for administering appropriate discipline that may include suspension and/or recommendation for expulsion from school.

All individuals on school premises share in the responsibility for adhering to and enforcing this policy. Any individual who observes a violation on school property may report this violation to a supervisor, principal, or superintendent.

The principal/superintendent shall develop regulations for the enforcement and implementation of this policy including educational and informational programs to assist students, school personnel, and the public to understand, accept, and cooperate with this policy.

TOBACCO POLICY - DEFINITIONS

For purposes of this policy, "tobacco" is defined to include any lit or unlit cigarette, cigar, pipe, blunt, bidi, clove cigarette, and any other tobacco product, and spit tobacco, also known as smokeless tobacco, dip, chew, and snuff, in any form.

For purposes of this policy, "tobacco use" includes smoking, which means carrying or having in one's possession a lighted cigarette, e-cigarette or vape, cigar, pipe or other object giving off or containing any substance giving off smoke or vapor and chewing spit tobacco, also known as smokeless tobacco, dip, chew, and snuff in any form. The term use means the chewing, lighting, smoking and any other usage of any tobacco product.

CARRYING WEAPONS (Policy FHCG)

It is the intention of the Glen Ullin Public School Board that the learning environment be safe, drug free, and conducive to learning. The Board determines that possession and/or use of a weapon or other dangerous object by a student is detrimental to the welfare and safety of the students and school personnel within the district.

No student will knowingly possess, handle, carry, or transmit any weapon, look alike weapon, or dangerous object or look-alikes in any school building, on school grounds, in any school vehicle or at any school-sponsored activity. Such weapons include but are not limited to any knife, razor, ice pick, explosive smoke bomb, incendiary device, gun (including pellet gun), slingshot, bludgeon, brass knuckles or artificial knuckles of any kind, or any object that can reasonably be considered a weapon dangerous instrument, or look-alike.

Violation of this policy will result in disciplinary action up to and including suspension and expulsion. Parents will be notified and all weapons, dangerous objects, and look-alikes will be confiscated and may be turned over to the student's parents or to law enforcement officials at the discretion of the administration.

Educational classes held in the school facility, before or after normal school hours, are permissible if permission is granted by the principal or superintendent prior to this educational training for youth and adults. All weapons must be removed from the school premises after each educational class.

Bringing a firearm, as defined in 18 U.S.C. 921, to any setting that is under control and supervision of the school will require that proceedings for the expulsion of the student involved for a minimum of one calendar year be initiated immediately by the principal or superintendent. Firearms will be confiscated and turned over to law enforcement.

The superintendent may recommend a modification of the expulsion on a case by case basis. This modification shall be based on the circumstances revealed in the investigation into the incident conducted by the superintendent or other person designated by the superintendent to conduct the investigation. Alternate education may be provided for students who are expelled under this section.

Proper due process proceedings as defined in Policy FHDA (Suspension and Expulsion) will be observed in all suspensions and expulsions under this policy.

This policy does not apply to students enrolled and participating in a school-sponsored shooting sport, provided that the student informs the school principal of the student's participation, and the student complies with all requirements set by the principal regarding the safe handling and storage of the firearm.

The principal may allow authorized persons to display weapons, other dangerous objects, or look-alikes for educational purposes. Such displays will be exempt from this policy.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

A student who is defined as having a disability under the Individuals with Disabilities Education Act may be placed in an alternative educational setting for up to 45 calendar days, during which time a determination will be made as to whether bringing a weapon as defined by IDEA Regulations 300.520(d)(3) to school was a manifestation of the student's disability. Discipline and placement of the student will be in accordance with the Individuals with Disabilities Education Act.

BEARCAT EXTRACURRICULAR POLICY

MISSION

The mission of Bearcat athletics programs is to cooperate with families and communities to be a proactive leader in providing quality educational opportunities for all ages in a positive learning environment, while meeting the challenges of a changing world through a continuing commitment to excellence.

PHILOSOPHY

It is the philosophy of Hebron and Glen Ullin Schools that athletics be considered an integral part of a program of education, providing experiences that will help students grow physically, mentally, and emotionally.

An integral part of the philosophy of the athletic program is that a student's educational experience should include participation in athletics both as a player and as a student. These experiences should contribute to the student athlete's knowledge, skill, and emotional growth, thereby making the athlete a better person and citizen.

The philosophy for athletic programs in grades four through eight is that students should participate in as many activities as possible, with similar playing time. A transition occurs at the ninth and tenth grade ("C-Squad") level; at this level, the philosophy is that all students should participate, but not necessarily for an equal amount of time. At this level, participation and skill development are the main objectives, as is the development of social and athletic skills through the winning and losing process.

The philosophy for students in grades 11 and 12 (junior varsity and varsity) is that students will participate at a higher competitive level, which will require a greater level of dedication on the part of the student. It falls upon the coaching staff to evaluate and select the teams based on the skill level of the students participating. At this level, the ideal is that every student participates; however, the event outcome will not be sacrificed so that every player can participate.

BASIC PRINCIPLES

- Coaches shall abide by the Bearcat Coaches' Responsibilities ([Appendix A](#)).
- The coach is in charge of the team and is to make decisions regarding team play. Respect will be given to each coach on the game decisions he or she makes.
- All participants shall be afforded the utmost protection while engaged in competition or performing while traveling to and from events. Their general health and physical welfare must be the first consideration.
- Sound equipment, safe conditions, and channels for assuring proper training and medical attention shall be available at all times.
- No member of the staff or faculty shall feel that his/her job depends on winning or losing, although we shall strive to the utmost to give our best effort.
- Athletic events or activities during school time will be kept to a minimum.

CODE OF CONDUCT - SPORTSMANSHIP

The Bearcat athletic program has implemented the following Code of Conduct for parents, guardians, spectators, and students.

Parents/guardians will not force their child to participate in sports.

- Parents/guardians and spectators will remember that children participate in sports to have fun, and that the game is for youth, not adults.
- Parents/guardians and spectators will learn the rules of the game and the policies of the school.
- Parents/guardians and spectators will be a positive role model for student athletes and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players, coaches, umpires, officials, and other spectators.
- Parents/guardians, spectators, and students will not engage in any kind of unsportsmanlike conduct with any player, coach, umpire, official, or spectator, such as booing or taunting, refusing to shake hands, or using profane language or gestures.
- Parents/guardians will not encourage behaviors or practices that would endanger the health and well-being of the athletes.
- Parents/guardians will teach their children to play by the rules and to resolve conflicts without resorting to hostility and violence.
- Parents/guardians will demand that their children treat other players, coaches, umpires, officials, and spectators with respect regardless of race, creed, color, sex, or ability.
- Parents/guardians will teach their children that doing one's best is more important than winning, so that their child will never feel defeated by the outcome of a game or his/her performance.
- Parents/guardians will praise their children for competing fairly and trying hard.
- Parents/guardians and spectators will not ridicule or yell at any player for making a mistake or losing a competition.
- Parents/guardians will emphasize skill development and practice and how this benefits my child over winning.

- Parents/guardians will promote the emotional and physical well-being of the athletes over their personal desire to have their children win.
- Parents/guardians, spectators, and students will respect the officials and their authority during games.
- Parents/guardians will demand a sports environment that is free from drugs, tobacco, and alcohol.
- Parents/guardians and spectators will refrain from coaching any player or players during games or practices, unless that parent/guardian or spectator is one of the official coaches of the team.
- Parents/guardians will adhere to all rules and regulations set by the Bearcat Athletic Program.

STUDENT RESPONSIBILITIES

- Participation in athletics is a privilege that carries with it responsibilities to the team, student body, community, and other athletes. In their play and conduct, student athletes represent all of these groups.
- All athletes will review the Bearcat Code of Conduct. Athletes are expected to act in a sportsmanlike manner both on and off the field/court.
- All members of athletic teams are to work as a unit. All members need to be considerate and polite to each other as well as to the coaching staff.

COMMUNICATION WITH COACHES/PLAYERS AND OFFICIALS DURING CONTEST

Confrontations with coaches, players, and officials during or immediately following games are unacceptable. Non-team personnel are not allowed in the team and coach's bench area at any time before or during games and practices.

CONSEQUENCES FOR DISPLAYING UNSPORTSMANLIKE BEHAVIOR/VIOLATING THE CODE OF CONDUCT

- Depending on the severity of the action, the student, parent, employee, coach, or spectator will be warned or removed from the event.
- Depending on the severity of the inappropriate behavior, the student, parent, employee, coach, or spectator may be suspended from attending activities for a period of one activity up to the rest of the school year.
- Repeated incidents may result in the loss of these privileges for a year or more.
- Students may be suspended from school for inappropriate behavior at school-sponsored events.
- Students will extend an apology – either written or verbal, whichever is appropriate – to those people who they have offended.
- Administrators present at the event will be responsible for enforcing this policy.

Our goal is to have all students and spectators behave in a manner that portrays good sportsmanship and proper behavior at school sponsored events.

TOBACCO, ALCOHOL and ILLEGAL NARCOTICS

Use or possession of tobacco, e-cigarettes or vapes, alcohol, illegal use or possession of narcotics or habit-forming drugs shall not be tolerated. Such use will result in suspension, as per the North Dakota High School Activities Association, from all game participation or public appearances which are not part of the normal class work. As per the North Dakota High School Activities Association, this suspension will begin on the date and time the student is notified by school faculty of the infraction.

- Any six-week suspension must include a suspension of at least two contests. If a student does not miss at least two contests in six weeks, his/her suspension will last until two contests are missed.

- Any eighteen-week suspension must include a suspension of at least six contests. If a student does not miss at least six contests in eighteen weeks, a suspension will last until six contests are missed.
- Any student who does not complete a two- or six-contest suspension during the school year will carry out the suspension of two or six contests during the following school year.
- To satisfy the 2-contest requirement, the student must participate in a school sponsored activity from the first day of practice and remain with the same activity in which the period of ineligibility was served, through the completion of the season.
- Summer infractions will carry a six-week suspension from the date and time notification is given to the student by the school administrator. Summer infractions shall not factor into a student's violation when determining multiple infractions during a school year. Summer infractions could occur from the last contest in the spring until the date of the first practice for the fall sport season. Multiple summer infractions will result in a maximum suspension of two contests per infraction.
- Students will be removed from officer positions in classes and organizations for the remainder of the school year.
- Contests are defined as regular season competitions (where scores, ratings, or awards are given) that are not a part of the normal class work. Scrimmages and pre-season jamborees do not count, they are considered practices.

This suspension policy includes students who are "guilty by association"; that is, students who knowingly participate – whether he or she consumes – in any event or occasion where a violation of state law or local ordinance regarding possession, purchase, sale, or consumption of alcohol or illegal drugs occurs. If a student athlete is at a function and he or she becomes aware that such a violation is occurring, he or she must leave at the first available opportunity.

ACADEMIC ELIGIBILITY

Students must be passing all courses in order to remain eligible for athletic performances. Eligibility is determined each Monday morning. The North Dakota High School Activities Association also requires that a student must be making satisfactory progress toward graduation each semester. Failure to adhere to do so will make the student ineligible for a period of four (4) weeks the following semester.

It is the responsibility of the school to inform parents/guardians of ineligibility to participate.

TRANSPORTATION TO SCHOOL SPONSORED EVENTS

All team members must ride on the bus/van to and from their activity unless prior approval is granted from the school administration. Students may ride home from an event with another parent or the parent's designee by supplying a signed note stating with whom the child will be riding. In addition, a phone call must be made to the school administration confirming parental wishes. These arrangements must be made before the bus/van departs. Also, students who go to the event on the bus/van may be released to their parents or the parent designee at the site of the event by the parents informing the coach in charge that their child will be going with them. On all activity trips during inclement weather, caps, gloves, and the appropriate footwear must accompany students.

Students who have been suspended from the team for *academic ineligibility*, alcohol, tobacco, or drug violations may continue to practice at the coach's discretion, but are not allowed to travel with the team. During home games, the student may sit on or near the bench (as determined by the coach) out of uniform.

These regulations also cover home games played at the other school's site.

Only team members are allowed to travel with the team.

TRAINING HOURS

Training hours (curfew) for students are as follows:

Sunday – Thursday: 10:30 pm

Friday & Saturday: 12:30 am

Adjustments to the curfew may be made at the sole discretion of the coach.

Violations of training hours (curfew): a one-game suspension for the first offense, and a two-game suspension for the second offense. The player will be suspended from the team following the third offense.

PRACTICE ATTENDANCE

The North Dakota High School Activities Association established starting dates for all athletic seasons. A minimum of nine (9) daily practices for grades 7-12, and eight (8) for elementary sports, before the student's first competition is required for 7-12. The coaches and athletic directors will establish all dates and times for practices. Excused practices are determined by the coach/advisor, and include but are not limited to illness, medical appointments, family emergencies, and work when absolutely unavoidable and necessary.

To obtain an excused absence, the coach must be notified in advance.

Penalties for unexcused absences:

First: Warning, but allowed to play/participate

Second: One game/match/meet suspension

Third: Dismissal from team

Penalties will be the same for students who miss part of a practice for an inexcusable reason.

Injured players are expected to attend practice unless excused by the coach.

Students who have been suspended from the team for *academic ineligibility*, alcohol, tobacco, or drug violations may continue to practice at the coach's discretion, but are not allowed to travel with the team. During home games, the student may sit on or near the bench (as determined by the coach) out of uniform.

Students who have been dismissed from class or received detention are subject to the following consequences:

First: Warning, but will be allowed to participate

Second: One game/match/meet suspended; allowed to travel and sit with team

Third: Dismissed from team

Students who have received an out-of-school suspension, or who have been expelled from school, may not practice, travel, or sit with the team.

APPEARANCE

Students representing the Bearcat athletic program will wear dress clothes to and from athletic events unless other arrangements have been made by the coach. Failure to comply with this policy will result in:

First: One game/match/meet suspension; allowed to travel and sit with team

Second: Two game/match/meet suspended; allowed to travel and sit with team

Third: Dismissed from team

No blue jeans or t-shirts are permitted. Head attire such as baseball caps are not allowed for indoor activities. Team uniforms should be worn only during competitions unless otherwise approved by the coach.

LOCKER ROOMS

When changing into practice or game clothing, team members should place their casual clothes, shoes, and valuables in their lockers and lock them. The school is not responsible for lost or stolen property or money.

CELL PHONES

Cell phone usage will be limited to contacting parents or for use in emergencies before, during, and after games.

UNIFORMS

Athletes will turn in their uniforms following the final contest of the season. Players are responsible for paying for any damages incurred.

AWARDS

Students must meet the following criteria to receive an athletic letter.

Football:	Participation in five (5) quarters of varsity activity
Basketball:	Participation in eight (8) quarters of varsity activity
Volleyball:	Participation in eight (8) varsity games
Track:	Participation in three-fourths (75%) of varsity meets
Cheerleading:	Participation in three-fourths (75%) of varsity games
Golf:	Recording a score at a varsity match, with that score becoming part of total varsity team's score

PHYSICALS AND ACCIDENTS

Each student who participates in an athletic activity in grades 4 – 12 must complete a physical each year and submit the completed form to his/her coach at or before the first practice.

Catastrophic injuries can and do occur when students participate in athletics. The film "Sports Concussions" will be shown each year to all athletes. Parents are also encouraged to view the film. It is the responsibility of each parent/guardian inform the coach of any physical disability or ailment that may affect the safety of his/her child or the safety of others. It also is the responsibility of each parent/guardian to see that his or her child is covered for accidents or injuries that may occur at school or in school-sponsored events.

PROCEDURES FOR HEARINGS FOR STUDENTS SUSPENDED FOR VIOLATION OF CO-CIRRICULAR ACTIVITY RULES

- Students may be suspended by the advisor/coach or administrator. Violations should be reported as soon as possible. Violations reported more than five business days after the alleged offense will not be reviewed. Students may be punished for the following violations:
 - Sportsmanship
 - Tobacco/Alcohol/Narcotics
 - Hazing
 - Attendance
 - Academic Eligibility
 - Transportation
 - Training Hours

- Consequences for violations are detailed in the corresponding section of this policy.
- Should a student commit a third violation of these policies after May 15, the punishment will be carried into the new school year and be enforced as that year's first offense, with the period of suspension beginning on the first allowable practice date of the first activity in which the student participates.
- Please note that the consequences for violating the Tobacco/Alcohol/Narcotics section of the policy are those recommended by the NDHSAA, and are different from the consequences for other violations.
- Students whose suspension is upheld by the principal or suspended by the principal may be given a hearing. When deemed necessary, a committee will be assembled by the building principal to determine the appropriate disciplinary action. The committee will be composed of at least three but not more than seven persons. Committee members will be certified school personnel selected by the principal. Parents and/or student(s) may request the inclusion of one student and one parent from the community as committee members.
- A hearing may be requested before the school superintendent or principal. This hearing may involve the Activities Director, the coach/advisor or the activity involved, witnesses to the violation, the students, and the student's parents. The student is allowed to testify, to have witnesses, and to question all witnesses. The results of the hearing are put in writing and a copy will be sent to the student and the student's parents.
- A second formal hearing may be requested by the student before the school board if the student or the student's parents are not satisfied with the hearing before the school administrator.
- The formal hearing before the school board will be conducted in accordance with the procedure for hearings as outlined by the North Dakota High School Activities Association and the policies of the Glen Ullin and Hebron School Board. **Public/Parent Concerns About Activity Programs**

Parent/coach communication is important for all athletic programs. Every coach will conduct a parent meeting at the beginning of each sport season to discuss program expectations and address any parental or athlete questions. We strongly encourage each parent to attend these meetings to aid in the communication process.

If parents or patrons wish to speak to a coach regarding a specific situation, they should contact the coach to set up a meeting to discuss their concerns. Decisions on subjects such as playing time, team strategy, and team members are the responsibility of the coach. If a parent wishes to discuss the events of a specific game or match, that meeting will be held no sooner than the following day.

FORMAL COMPLAINT POLICY

If issues are not resolved after a meeting of the coach and parent, the following procedure will be utilized. This procedure is intended to minimize the risk of a possible action for libel or slander, to retain the impartiality of the school board, and to maximize the school districts' ability to employ and retain coaches.

Anonymous complaints provide no avenue for response or redress of a complaint. An unsigned complaint will not be acted upon at any meeting of the board and anonymous telephone complaints will not be brought to the board by any individual board member, administrator, or other employee. No disciplinary action will be initiated solely on an anonymous complaint.

Parents/guardians should not contact a coach or coaching staff on game day or within 24 hours after the completion of a contest. Parents/guardians must first discuss the situation in a meeting with the coach, or with the coach and the athletic director.

If an agreement is not reached by the conclusion of the above meeting, the parents shall request in writing a meeting with the superintendent. This request must be made within five (5) days of the initial meeting.

The superintendent will respond to the complaint in writing within five (5) days. If the parent/guardian is not satisfied by the superintendent's response, he/she may appeal the complaint to the school board.

APPENDIX A

- All coaches must always have a list of parents and numbers with them. At all times, including practices, coaches must have the Emergency Medical Care Release forms which contain contact and medical information with them.
- All head coaches must have on file a copy of NDHSAA constitution. This can be obtained from the NDHSAA website or from the AD.
- Each head coach must have a mandatory pre-season meeting with student athletes and parents to and review "Concussion Management" and hand out all necessary forms, as well as collect physicals.
- A practice plan is strongly encouraged by all head coaches.
- Each head coach is responsible for keeping the NDHSAA site up to date as far as scores and rosters.
- Each coach is responsible for making sure EACH AD receives an electronic copy of your team roster. This will allow the AD to electronically submit your roster and schedule to fellow Athletic Directors.
- All varsity teams must submit scores to the appropriate media after each game/contest/meet/match. This includes writing articles/summations for the local papers.
- Coaches are responsible for making school announcements to recognize student athletes/teams upon achievement.
- Coaches are responsible for the distributing and collecting of uniforms. Each coach is also responsible for keeping an accurate account of uniforms for inventory reasons.
- All coaches should check locker rooms at the end of the game/match to make sure all uniforms have been picked up and locker rooms are cleaned. Our team bench should be clean when leaving the gym.
- All coaches are responsible for having their team clean up any mess left in the gymnasium after practice. This also includes any first aid items such as athletic tape and pre-wrap.
- All coaches should hand in a season summary for record purposes. This should also include, at the high school level, a season stat total.
- Coaches need to maintain supervision over their athletes. If you cannot be at practice on time let a fellow coach or the AD know and they will cover for you.
- It is the coaches' responsibility to inform the AD of any disciplinary actions or problems that have taken place in the program.
- All head coaches of all sports, except track, will be required to provide a team picture with cut line, roster and schedule/record on the NDHSAA website. Each coach will have to the end of the third week into the season to have this information in place or there will be a \$50 late fee assessed for the first season and a \$100 for subsequent seasons.
- Coaches make a list of supplies needed for next sports season immediately following their season.
- All coaches are welcome to join the local booster club.
- All head coaches are required to evaluate their assistant coaches. Evaluation forms can be obtained from the AD.
- All head coaches are responsible for completing Rules clinics regarding their particular sport each year. The dates for these Pre-season rules clinics can be obtained from the AD. Items to Note:

- Invoke the 24-hour rule when talking to parents. When meeting with a parent have someone with you—the AD, principal, superintendent, or another coach.
- Limit e-mail responses to parents—“yes, no, the bus leaves at 4 p.m.” E-mail leaves a paper trail.
- Be on the alert for any hazing taking place. Explain to the team what hazing and harassment is.
- The locker room should not be “off limits” to coaches. Go into the locker room sometimes, yell into the locker room. If the team is of the opposite sex, send someone in occasionally. Don’t be predictable.
- Be sure that you know what is happening on the back of the bus. With the long buses, the back is far from the front. Coaches sit in back occasionally.
- The greatest spots for trouble that you will encounter are on the bus, in the locker room, and on overnight trips

POLICY FORMS

GLEN ULLIN BAND INSTRUMENT RENTAL AGREEMENT

Please keep one copy of this for your records, and send one back to the school

Name of Student (please print):

Name of Parent/Guardian (please print):

1. Instruments that do not go home (e.g. tubas) are not charged a rental fee – however, the student is responsible for damage to these instruments, other than normal wear and tear. The director and/or repair shop will determine what normal wear and tear is.
2. The student and parents will be responsible for returning the instrument in the same condition as when it was checked out, other than normal wear and tear. The director and/or repair shop will determine what normal wear and tear is.
3. If the instrument sustains damage, it is the student and parent’s responsibility to inform the director immediately. The director will determine the proper course of action. THE STUDENT AND/OR PARENTS **WILL NOT** ATTEMPT ANY REPAIRS. Only qualified instrument repair technicians are authorized to make repairs. The cost of these repairs, above and beyond normal wear and tear, will be the responsibility of the student and parent.
4. If the instrument is damaged to the point that it is not cost effective to repair (totaled), the student and parents will be responsible for paying the full replacement value to the school. The student/parents may donate the damaged instrument back to the school to use for parts to repair other instruments.
5. The student and/or parent will not lend or sell the instrument to any other party.
6. The student will not allow other students, friends, or relatives to use the instrument.
7. The student will ensure that they are transporting the instrument in a safe manner (e.g. no bikes, skateboards, etc.).
8. The student will be instructed, in class, on the care and maintenance of the instrument and will be expected to follow these instructions.
9. If your director observes abuse of the instrument, or terminates the student from the class for any reason, the instrument will be returned to the school. The fee will be used for repair and maintenance if necessary. The student will keep a clearly marked name tag on the instrument case with the student’s name, address, and the name of the school at all times.
10. The instrument will be returned to the school prior to summer vacation.

***I have carefully read all of these terms regarding the use of a musical instrument from Glen Ullin School District, and agree to abide by these terms.**

Parent Signature:			
Student Signature:			
Instrument:			
Serial #			
Condition:			
Case:			
Replacement Value:			
Date Taken:		Date Returned:	