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PHILOSOPHY

Education is more than a school building, books, materials and schedules. Education is the total experiences of a student aimed at developing the whole person. This educational process would include 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 life long 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 on the basis of race, sex, age, religion, disability, or national origin.

End of Policy AA.....Amended: 10/20/09

INSTRUCTIONAL GOALS

The School Board of the Glen Ullin School District believes that each student is unique and has the potential for making positive contributions to society. We recognize that in order to function in society, individuals need to master certain basic skills and need to continue learning throughout life. We believe that while learning the value of group dynamics, individuals will come to know and to appreciate their worth and that of others. We believe that by accepting and fulfilling appropriate responsibilities, individuals will come to value resultant privileges. Finally, we believe that each individual needs to develop an awareness of and sensitivity to creativity in all things whether they be functional or aesthetic. It is with this in mind that we commit ourselves in a cooperative effort with parents and the community to provide an atmosphere that will address the following goals of quality education to:

1. Help students develop and maintain good physical and mental health.
2. Help students achieve command of the fundamental skills and knowledges which are basic to all other learning.
3. Help students learn to receive and to express ideas effectively.
4. Help students gain an understanding of our constitutional form of government and a knowledge of the traditions of a vital democracy, and to foster the desire to participate in and preserve the democratic ideals.
5. Help students understand the scientific approach to the problems of life, recognizing the need for conservation of human and natural resources and the contributions made by science to the world in which we live.
6. Help students to learn to recognize the ethical, aesthetic, and moral values as expressed in the arts, philosophy and history.
7. Provide students with information needed to make career selections, including the techniques of money, property and resource management.
8. Provide students with the opportunity to develop such personal characteristics as integrity, responsibility, morality, initiative and leadership, and to experience feelings of self-respect and self-worth.
9. Provide a comprehensive program of evaluation of both curriculum and student achievement.

PRIORITIES OF THE BASIC INSTRUCTIONAL PROGRAM

The ultimate aim of the instructional program of the district shall be the development of proficiency in each student's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and understand career development.

The Board is committed to the importance of reading skill development as the basic element in each student's education. The Board also believes that the improvement of specific reading skills of children attending the schools in this district should be continuous.

Therefore, the first priority of the instructional program will be proficiency in reading through a planned sequence of reading skills and language experiences beginning in the kindergarten program and extending through grade 12.

The second priority of the instructional program will be mastery of the fundamentals of the content of mathematics--number operations, informal algebraic and geometric concepts, and the structure of our number system--beginning in the kindergarten program and continuing through grade 12.

The instructional program also will provide a planned sequence in language arts--spelling, handwriting, English grammar, composition, literature. There will be a planned sequence in the social studies--history, geography, civics, economics, world cultures, anthropology, political science, and the other social science disciplines; a planned sequence of science experiences; a planned sequence of fine and practical arts experiences--art education, vocal and instrumental music, home economics, industrial arts, computer skills; a planned sequence of health education and safety; and a planned program of physical education. Planned program adaptations will also be made available for exceptional children. The planned program for all children shall also include library instruction, individual study, guidance, and other appropriate instructional activities, and all instruction required under state law and State Department of Public Instruction regulations.

Legal Ref: NDCC 15.1-21-01, Education of students - Requirements

NDCC 15.1-21-02, High school courses - Required units

NDCC 15.1-21-03, High school unit - Instructional time

NDCC 15.1-21-04, Minimum high school courses - Alternative curriculum plans

NDCC 15.1-22-02, Public kindergarten - Requirements

NDCC Ch. 15.1-26, Adult Education

NDCC 23-07-16.1, School district to adopt policy relating to significant contagious diseases

Administrative Rule 33-06-05.1-03

End of Policy GABA.....Amended: 10/20/09

EVALUATION OF INSTRUCTIONAL PROGRAM

The professional staff is responsible for providing assessment of all instructional programs and processes. This responsibility will be carried out as a part of the on-going planning process which requires evaluation of all operational areas and a report to the Board by July 1 of each year.

Assessment is the process of gathering data (measurement) and fashioning the information into an interpretable form (judgment) to precede the final decision-making stage in evaluation (the decision to continue, modify, or terminate a program). While the final evaluation of a program shall rest with the Board, implementation of the assessment program is primarily the responsibility of the classroom teacher. The principal will provide building coordination, while central administrative staff will help in the development of assessment procedures, assist in designing systems for maintaining student records, and coordinate the periodic revisions of the program, as well as formulating the professional recommendation to the Board. Evaluation may be expected to lead to recommendations for modifications of practice, changes in content, and new courses. Recommendations by the Curriculum Committee will be utilized.

The purpose of evaluation of instruction will be to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the district's stated goals.
5. Provide data for public information.

Appropriate elements of curriculum evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and dropout records.
4. Utilization of out-of-system services; participation in regional research studies; contracted evaluation services.
5. Teacher and parent evaluation of pupil behaviors.

6. State Department of Public Instruction specialists and services.

7. Evaluation by other agencies.

End of Policy GABB.....Adopted: 10/20/09

TITLE I PROGRAMS

The Superintendent shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All district schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the district's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the district's schools.

The district maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I.

Cross Ref: Policy FDCAB/GAD/KBB, Parental Involvement

Legal Ref: 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act

End of Policy GABC.....Adopted: 10/20/09

Title I Complaints Dispute Resolution Policy

Any individual who believes that the Glen Ullin School District has violated the regulations or law governing the Title I program should first attempt to resolve the problem with the Title I Instructor/s. If the resolution is still believed to be in violation, the complainant will follow the following process:

Any individual who believes that the Glen Ullin Public School District has violated the regulations or law governing the Title 1 program should submit a detailed statement of facts supporting the allegation to the principal or Superintendent. The complaint must include specific information including details of the incident or specifics of the problem. The names of people involved and documentation of the attempts to resolve the issue should be included prior to contacting the principal or Superintendent. The principal shall investigate the complaint and provide the individual with a response within 30 days

Contact personnel:

Kris Nelson, Elem. Principal	Kyle Christensen, Superintendent
Glen Ullin Public School	Glen Ullin Public School
400 Pine Avenue	400 Pine Avenue
Glen Ullin, ND 58638	Glen Ullin, ND 58638

If the complaint is not resolved to the satisfaction of the complainant, the complainant may forward the complaint to the Title 1 Director. The Title 1 Director will investigate the charges and issue a report providing suggestions for resolution within 60 days of receipt of the complaint. The written complaint must be sent via mail or e-mail to:

Title 1 Director
Department of Public Instruction
600 East Boulevard
Bismarck, ND 58505-0440

Any complaint submitted to the Title I Director must include: (1) Date; (2) The name of the district, unit, or individual the complaint is against; (3) The name, address, and telephone number of the person making the complaint; (4) A detailed description of the complaint, including specific facts. (5) The signature of the person making the complaint.

If the complaint is still not resolved to the satisfaction of the complainant, the complaint may be forwarded to the U. S. Secretary of Education.

Secretary of Education
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208

Legal Ref: P.L 103-382, 20 U.S.C 6301-6514
60 F.R. 21400
334 C.F.R. Parts 200, 201, 203, 205, 212

End of Glen Ullin Policy GABCA.....Amended: 10/20/09

CURRICULUM DEVELOPMENT AND ADOPTION

The Board directs that the instructional goals and objectives stated in policy provide the basis for the instructional program.

It is recognized that the development and implementation of curriculum is a continuous process that must be related to the changing needs of the community and students. A formal system of curriculum development and implementation will include:

1. Identification of basic learning objectives.
2. Formulation of a district course of study to serve as a basis for curricular decisions.
3. Development of curriculum guides or course syllabi to serve as the basis of instruction for each teacher.
4. A continuing process of program evaluation.

The Superintendent shall cause to be set up such curriculum committees as necessary for the study of curriculum improvements, including the selections of new instructional materials and the development of new courses of study.

All program and course offerings will be reviewed by the Superintendent, who will make recommendations regarding their adoption to the Board. All courses must meet or exceed guidelines established by the State Department of Public Instruction.

Criteria by which the Board will judge the acceptability of a new program or course offering include, but will not be limited to, the following questions:

1. Does it have direct relevance to the educational goals of the District?
2. Have the objectives of the program course been clearly specified?
3. Has it been thoroughly studied and/or tested by the staff?
4. Has a curriculum guide been completed?
5. Have the associated instructional materials been adopted by the Board?
6. Have the costs of implementation been reviewed?
7. If the proposed course or program replaces an existing one, has it been shown what defect it is designed to overcome?
8. Is there a clear and reasonable plan for evaluation built into the proposal?

Changes and improvements in curriculum matters may be suggested and implemented administratively , when deemed by the Superintendent to be necessary and educationally sound, but shall be reported to the Board prior to implementation. However, when new courses are added to the total offerings, such courses must be approved by the Board prior to adoption. Courses may be dropped during one year because of few enrollees in the course, but re-offered and reinstated the following year at the administrative level. No course shall be permanently dropped without Board authorization.

The Superintendent as recommended by the Consortium Curriculum Council and Department of Public Instruction will provide for the formal review of each curriculum area.

End of Policy GBA.....Adopted: 10/20/09

SURVEYS OF STUDENTS

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators may use surveys to determine potential enrollment in certain classes. Surveys may be used at the direction of the Board to determine the need for various services to students, or to determine the prevailing attitudes prior to consideration or adoption of school district policies.

Teachers may use surveys in classes to determine student knowledge and/or attitudes prior to teaching about a particular subject, provided that administrative approval has been given and provided that responses will not be used in any identifying manner.

Board approval must be given prior to administering a survey that includes reference to any of the factors listed below, and parents shall be given the right to inspect such a survey. Further, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sex behavior or attitudes.
- Illegal, anti-social, self-incriminating, or demeaning behavior.
- Critical appraisals or other individuals with whom respondents have close family relationships.
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or the student's parent.
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Parents/guardians shall be notified of this policy when enrolling students for the first time in district schools and at least annually, at the beginning of the school year. This notification must explain that parent/guardians, or students 18 or older, have the right to “opt the student out of participation” in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services, for, or to students, such as:
 - a. College or other postsecondary education recruitment or military recruitment.
 - b. Book clubs, magazines, and programs providing access to low-cost literary products.
 - c. Curriculum and instructional materials used in schools.
 - d. Tests and assessments.
 - e. Students recognition programs.
 - f. The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above.
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum. The term “instructional material” means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

Cross Ref: Policy FCAAC, Head Lice (Pediculoses)

Policy GBAA, Curriculum Research/Pilot Projects

Policy GBFA, Procedure for Review of Instructional Material

Legal Ref: Section 439 of the General Education Provisions Act of 1974 as amended by PL 103-227 Section 1017

20 U.S.C. 1232h(a), Family Education Rights and Privacy Act

PL 107-110, No Child Left Behind Act of 2001

End of Policy GBAB.....Adopted: 10/20/09

TEACHING ABOUT CONTROVERSIAL SUBJECTS

American democracy requires that citizens be able to listen to all sides of a controversial issue, sort out the facts, and arrive at independent conclusions. Thus, students in school have a right to be exposed to issues which are within their intellectual grasp and are under current debate in our society. They should have the opportunity to study these issues in a class atmosphere where the large part of the curriculum is made up of established truths and values and the elements of our American heritage and traditions.

A controversial issue is any topic or problem on which there are differences of opinion. A controversial issue arises when different interpretations are given to a particular set of circumstances. Although there may be disagreement over facts, an issue usually becomes controversial because of values which are applied to the facts. Such issues will vary according to region, community, prevailing political, economic, and sociological climate and time.

The community has a right to expect that controversial issues will be presented in a fair and unbiased manner and to communicate through proper channels to the Board if convinced that they are not. The Board will attempt, through its policies, to employ capable teachers, supply them with the necessary teaching materials, and maintain an atmosphere of academic freedom in the schools.

It is the teacher's responsibility to select issues for study and discussion which contribute to the attainment of course objectives, and to make available to students materials concerning the various aspects of the issues. This includes access to all relevant information freely available in the school or public library.

Students should have the opportunity to find, collect, and assemble factual material on the subject, interpret the data without prejudice, reconsider assumptions and claims, and reach their own conclusions. Students have the right to form and express their own points of view and opinions without jeopardizing their positions in the classroom or in the school.

Teachers should have the right to express an opinion, providing the students understand it is the teacher's opinion and does not have to be accepted by the students as an authoritative answer. To encourage students to search after truth and think for themselves, teachers should refrain from expressing personal views before and during the period of research and study. Criticism and the promotion of a cause within the classroom are inappropriate and unscholarly. The teacher's attitude should be one which is truth seeking, open-minded, and tolerant.

Criteria for Determining Appropriateness of Issues for Classroom Treatment:

1. The topic should be significant or related to a persistent problem, so that the information acquired about it will be of continuing usefulness. Significant issues are those which, in general, concern considerable numbers of people and/or are under consideration by the public.
2. The topic should be considered within the emotional, intellectual, and social capacities of the class.

3. There should be adequate and appropriate materials available which present all sides of the issue.
4. The issue should be of importance and interest to students.
5. The topic should be one which the teacher can handle from both a personal and academic point of view.
6. The topic should be one which is in harmony with the nature of the course of study and one which is in keeping with the general philosophy or goals of the District.

Teachers as individuals through their councils, committees, departments, and faculties, will be responsible for determining when and how to deal with controversial issues according to the maturity and needs of students and within the policies of the School Board.

Teachers shall consult with the administration on the appropriateness of any planned discussion of controversial issues with children. If in the judgment of the building principal, the material is deemed to be inappropriate to that age level student, the teacher will be so informed, and that material will be removed for further study and discussion.

Cross Ref:Policy KB Family Involvement

End of Glen Ullin Policy GBD.....Adopted: 10/20/09

TEACHING ABOUT RELIGION

The First Amendment to the U.S. Constitution provides both freedom of religion and prohibition against the establishment of religion by the government. The Constitution of North Dakota guarantees the free exercise and enjoyment of religious profession and worship without discrimination or preference. The Glen Ullin Public School District, as a political subdivision of the State of North Dakota, will be neutral with respect to religion and will not engage in any activity that advocates or disparages religion. The Glen Ullin Public Schools will treat the values of all religions--within the educational context--in an open, forthright way, without advocating or disparaging any religious belief.

Factual and objective teaching about religion, the impact of religion, and religious-based ideas and ideals may be included in classroom instruction in relation to the district's educational goals and student learning objectives. It is inherent to the teaching of history, literature, social studies, intercultural education, human relations, art and music to include what various religions and religious movements have contributed to these fields.

Classroom displays and decorations pertaining to religion or religious symbol(s) or holiday(s) should relate to instruction that is based solely upon the objective study of that subject. No public school funds, property, or facilities will be used for a decorative display of religious symbols. This will not infringe upon the rights of students to wear religious symbols in a manner which is not materially and substantially disruptive to the educational process.

Religious musical selections may be included on the basis of their particular musical and educational value and/or traditional secular usage and be presented in concert with other musical works which are nonreligious in nature. Musical pieces should be selected and performed as works of art, not as acts of veneration. Program notes or oral narration may be provided. These notes should establish an objective context for the performance by giving such information as historical data, identification of the particular group for which the number has significance, and technical characteristics worthy of note.

Any staff member, citizen, or student who believes that a particular school program may have violated this policy may submit a complaint to the Superintendent in accordance with the procedures established by Board policy for citizen complaints.

Cross Ref: Policy BIB/KAGA Patron Complaints

Policy GBDBB/GEG Displays Including Religious Objects or Documents

Legal Ref: Engel v. Vitale, 1962 U.S. Supreme Court

Abington v. Schempp, 1963 U.S. Supreme Court

End of Glen Ullin Policy GBDB.....Adopted: 5/17/06

DISPLAYS INCLUDING RELIGIOUS OBJECTS OR DOCUMENTS

The School Board of Glen Ullin Public School District #48 instructs the administration to use the review procedure in Policy GBFA (Procedure for Review of Instructional Material) in determining whether a religious object or document may be included in a display within the school. Any such display shall meet the following criteria:

1. It is not a permanent display;
2. The educational purpose of the display is clearly articulated in the request;
3. The cultural, legal, or historical significance of the religious document or object is clearly articulated in the request;
4. The influence that the religious document or object has had on the legal and governmental systems of the country or culture being studied is clearly articulated in the request;
5. The religious object or document is part of a larger display and is to be displayed in the same manner and appearance as other objects or documents in the display;
6. Nothing in the display shall call attention to the religious object or document apart from other objects or documents in the display; and
7. The display is to be used as an illustration for purposes of the curriculum and is to be displayed in a classroom or library;

Legal Ref: NDCC 15.1-06-17.1, Religious objects or documents - Display
First Amendment, U.S. Constitution
Lemon v. Kurtzman, 403 U.S. 602 (1971)
Lynch v. Donnelly, 465 U.S. 668 (1984)
Edwards v. Aguillard 482 U.S. 578, 583-84(1987)
Wallace v. Jaffree, 472 U.S. 38, 56 (1985)
Stone v. Graham, 449 U.S. 39 (1980)
American Civil Liberties Union of Ky. v. McCreary County, No. Civ. 99-507

End of Policy GBDBB.....Adopted: 10/20/09

SEX EDUCATION

The School Board believes that the purpose of sex education is to help students acquire factual knowledge, attitudes, and values which will result in behavior that contributes to the well-being of the individual, the family, and society. Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values. Instruction dealing with family life and sex education, including sexually transmitted diseases, may be offered in several different courses.

1. In elementary courses where human reproductive organs and their functions and processes are described, illustrated, or discussed, opportunity will be provided for all parents or guardians to request in writing that their children not attend.
2. Instructional materials to be used in family life and sex education will be available for inspection by the parent or guardian during school hours prior to the commencement of the instructional program.
3. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either at the pre-service or inservice level.

Cross Ref: Policy DAHB, Significant Contagious Diseases

Legal Ref: P.L. 107-110, No Child Left Behind Act of 2001

NDCC 15.1-19-05, Birth control device - Distribution - Restriction

NDCC 23-07-16.1, School district to adopt policy relating to significant contagious diseases

AR 33-06-05.6 Education

End of Policy GBEBA.....Adopted: 10/20/09

TEACHING ABOUT DRUGS AND ALCOHOL

Substance use and abuse among young people is a growing problem in our society and a shared concern by teachers, parents and youth. Because the cause and effect is related to the school as well as the individual and family, the problem of substance abuse must be addressed by preventive education and helping young people who are experimenting and/or those who have become addicted.

The model for comprehensive substance programs are preventive education curriculum and early intervention based on the following statements:

1. It is a primary responsibility of the school to provide the knowledge and skills which enable students to function successfully in a rapidly changing society without the use or abuse of chemicals.
2. The school has a responsibility for the effective growth and socialization of the individual, including a responsibility to help the students deal with the serious personal and social problem of substance abuse.

The National Institute on Drug Abuse defines primary prevention as a "constructive process to promote the personal and social growth of the individual toward full human potential and thereby inhibit or reduce physical, mental, emotional or social consequences which result in or from the abuse of chemical substances." The family, school and community share in the responsibility to help students because chemical problems often interfere with behavior, learning and the fullest development of the individual. The most effective drug education program is a combination of informational and behavioral approaches to students adopted into the total curriculum of the school.

Legal Ref: NDCC Ch. 15.1-24, Chemical Abuse Prevention
NDCC 15.1-21-01, Education of students - Requirements

End of Policy GBEBB.....Amended: 10/20/09

DRUG AND ALCOHOL DEFINITIONS

DEFINITIONS

DRUG EDUCATION: A learning process that influences an individual emotionally, intellectually, psychologically and socially that may result in a modification of attitudes that influence behavior. It not only involves the formal mechanism of presenting information, but also includes a series of experiences and influences that help shape the environment, the atmosphere of the school, the life style present at home, the attitude of parents, the pressure within a peer group, the popular culture, personal experiences with or without drugs and the availability of alternative mechanisms employed to carry out certain kinds of behavior.¹

USE: The consumption of any quantity of alcohol or other drugs for any purpose.

ABUSE: Use to the extent that it significantly interferes with physical, psychological, educational, vocational and/or social functioning.²

SUBSTANCE: All chemicals including alcohol, prescription drugs, over the counter drugs, inhalants, illegal drugs; any substance other than food (solid or liquid form) used to affect the structure or function of the body.³

DEPENDENCY: A state of psychological or physical need, or both. This state arises from repeated usage of a chemical on a periodic or continuous basis.⁴

ADDICTION: Repeated consumption of a chemical which in turn produces psychological dependence in which the user has an overwhelming compulsion to use the chemical.⁵

¹ Drug Education: An Awakening, The Report of the NDFA Task Force on Drug Education, Washington, D.C. 1972, Page 7

² Ibid

³ Ibid

⁴ Ibid

⁵ Drug Safety Information Directory, Published by Milbank Mutual Insurance Company

TOLERANCE: The physical reactions required by the body in order to allow a chemical to be present. In order for this to occur the body must readjust virtually all its normal functions to compensate for the presence of a chemical. When the use of the chemical is withdrawn, the body must again readjust its functions.⁶

DRUG PREVENTION/EDUCATION PROGRAMS

ELEMENTARY SCHOOL

DISCOVER CURRICULUM:

The Discovery program is taught in the elementary schools grades K-6. It approaches drug prevention through the areas of self concept, values clarification, decision making, drug attitudes and information.

SECONDARY SCHOOL

7th GRADE HEALTH CLASS:

The 7th grade health instructor shall devote two weeks to the discussion of alcohol, tobacco and other drugs. Materials such as periodicals, health brochures, and videos are used. Peer pressure and the effects of chemical usage are discussed with the students.

GRADES 7-12:

Glen Ullin Public School's individual grades curriculum will be used in each of the grades. The school's drug coordinator will administer units on a weekly basis to the students in grades 7-12.

IN-SERVICE TRAINING FOR SCHOOL PERSONNEL:

Staff orientation and continued training is essential to an effective substance abuse program in school. In-service training relevant to substance abuse should include 1) drugs and their effects, trends in use/abuse in the school and community awareness of symptomology and an understanding of the legal rights and responsibilities of students, faculty and parents, 2) training in effective education that includes self understanding, values clarification, decision making and the understanding of the referral system and community resources.

Legal Ref: NDCC Ch. 15-24 Chemical Abuse Prevention

End of Exhibit GBEBB-E2

TEACHING ABOUT AIDS

EDUCATION

STUDENTS

The intent of the instructional program on significant contagious diseases is to provide information about the diseases, methods of transmission, the means of protecting against contracting the diseases in an institutional setting, the use of universal precautions, and prevention appropriate to specified grade levels. Instruction will begin in Grade K and continue through Grade 12.

Appropriate curriculum will be designed including a scope and sequence to assure that all students receive age-appropriate education integrated in the health curriculum. The Superintendent is charged with recommending revisions in the program to the School Board to update and modify the curriculum as new information about significant contagious diseases is made available. Any curriculum and materials developed for use in this program will be approved for medical accuracy by the Department of Public Instruction and/or the State Department of Health according to the guidelines furnished by the Center for Disease Control.

Prior to the start of the student instructional program, and at any time thereafter, parents and guardians of students who will be involved with the curriculum and materials will have an opportunity to preview the curriculum and materials in a specific program being presented. Thereafter, any parent or guardian may review the curriculum and materials at any time including any revisions in the program to update and modify the curriculum as new information about significant contagious diseases is made public.

Cross Ref: Policy DAHB/FCAAA/JBFBB, Significant Contagious Diseases

Policy DAHBA/FCAAB/IBDAA, Sanitary Cleanup and Disposal

Policy FBBB/GBEI, Education of Exceptional Students

Legal Ref: NDCC 23-07-16.1, School district to adopt policy relating to significant contagious diseases

AR 33-06-05.6, Education

End of Policy GBEBD.....Adopted: 10/20/09

COMPUTER EDUCATION

The Board recognizes that, as a result of the technological revolution and the knowledge and information explosion, computers are a major part of our society; that students now being served by the school system were born and are completely immersed in the electronic and computer-based information age; and that the computer will remain a force in the progress of man. Any child who graduates without the opportunity to develop minimal computer skills will be handicapped in society and the world of work. Therefore, a major emphasis will be placed on computer literacy for students and staff.

The curriculum will provide an opportunity for all students, grades K-12, to achieve computer literacy, beginning at the awareness level, progressing through computer application. A course in computer literacy will be recommended for high school graduation.

Because the teaching of, and involvement with, computers tends to engulf the attention of all concerned, the awareness of social issues related to computers is to be integrated throughout students' computer experiences. Teaching about computers will include the misuse of data bases and privileged information. Issues of social responsibility, ethics, and values will be of utmost importance in our computer education program.

Our students should emerge from their computer experiences with a sense of control over technology and an understanding of the ways that computers can serve them in their lives. Students should have opportunity in school to make extensive and intensive use of computers in a fully integrated fashion. Some students may elect to develop highly refined skills, but all students will develop basic skills.

Cross Ref: Policy IFAAA, Computer Software

End of Policy GBEF.....Amended: 10/20/09

EDUCATION OF EXCEPTIONAL CHILDREN

The Glen Ullin Public School District assures that all students with disabilities age 3 through 21, have the right to a free and appropriate public education in accordance with IDEA and North Dakota Century Code. For the purpose of providing this assurance, the Glen Ullin Public School district is a member of the Morton-Sioux Special Education Unit.

Legal Ref: 20 U.S.C. 1413, Individuals with Disabilities Education Act
20 U.S.C.1232g, Family Educational Rights and Privacy Act
34 CFR 300.121-122, Regulations
42. U.S.C. 12101-12213, Americans with Disabilities Act
Section 503, Rehabilitation Act of 1973
NDCC Ch. 15.1-32, Special Education
NDCC Ch. 15.1-33, Multidistrict Special Education Program

End of Policy FBBB.....Amended: 10/20/09

PROGRAMS FOR STUDENTS WITH DISABILITIES

Every child with a disability residing within the Glen Ullin School District is entitled to a free, appropriate public education program. A comprehensive program to locate children with disabilities residing within the school district is an on-going commitment of the School Board.

Referrals for special education programs may be made by classroom teachers, guidance counselors or other school personnel through the principal of the school in which the child is enrolled, or may be requested by the child's parent. All procedures relative to the assessment and placement of children with disabilities will comply with the regulations of federal and state law and the Department of Public Instruction. The special education program shall consist of special classes, special equipment and itinerant services as needed.

The Board recognizes the responsibility of the Glen Ullin School District for the special education services to the students of the non-public schools within the district and assumes the sole responsibility for the identification and educational placement of each school-aged child with a disability residing within the district boundaries.

The administration in cooperation with Morton/Sioux Special Education Unit shall prepare a self study of special education services offered by the district, as required by the Department of Public Instruction. The self study shall be given to the Board at the same time as it is submitted.

Legal Ref: 20 U.S.C. 1413, Individuals With Disabilities Education Act
NDCC Ch. 15.1-32, Special Education
NDCC Ch. 25-01.2, Developmentally Disabled

End of Policy GBEIB.....Amended: 10/20/09

SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The Board is legally responsible for all textbooks, supplementary, and other educational materials used in the school system. It is the policy of the Board to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

The Board delegates responsibility for the selection of educational materials to the professionally trained personnel of the school system according to the procedures established by the Superintendent, subject to official Board adoption of textbooks, the board's policy on challenged materials, and the objectives and criteria set forth below.

Educational materials include all print and non-print materials used for the education of the student in the teaching-learning process. Materials include:

- A. Textbooks--Any manual of instruction. A book dealing with a definite subject of study systematically arranged, intended for use at a specific level of instruction, and used as a principal source of study material for a given course.
- B. Supplemental Resources--Includes books, periodicals, newspapers, reference materials, pamphlets, films, filmstrips, all tapes, records, multi-media kits, programmed learning kits, slides, globes, maps, microforms, transparencies, classroom libraries, models, picture sets, games, graphic materials, and other print and non-print materials.

Selection Objectives

When reviewing and selecting educational materials, the objectives will be to:

1. Select materials that will provide improvements in content, organization, and teaching methods.
2. Ensure accurate and up-to-date content that includes new concepts, insights and facts.
3. Provide for sequential growth and continuity from level to level.
4. Provide a fair representation of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
5. Avoid discrimination or bias or prejudice toward gender, race, religion, disability, or age.

Selection Criteria

All materials selected will be consistent with the following principles:

1. Materials will support the curriculum taking into consideration the varied interests and maturity levels of the students.
2. Materials will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Materials will present the sexual, racial, religious and ethnic groups in our community and our society in such a way as to build positive images with mutual understanding and respect.
4. Materials will present a balance of opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical thinking.
5. The values and impact of any literary work will be judged as a whole, taking into account the author's intent rather than individual words, phrases or incidents taken out of context.

Materials also will meet the following criteria: authenticity and scholarship, appropriateness, content, motivational qualities, technical qualities, purpose, scope of the material, language, format, special features and potential use.

Consideration will be given to readability and levels of difficulty, skills or prior learning required of students, skills or in-service required of teachers, provisions for ascertaining mastery of content by students and aesthetic quality of materials.

The Board reserves the right to make the final textbook selection decision; however, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selection made by the Board or who objects to materials already in use should follow the procedures outlined in the Board's policy on Review of Instructional Materials (GBFA).

This District subscribes to the philosophy stated in the Library Bill of Rights and the interpretation for schools. (See GBF-E)

Cross Ref: Policy GBA, Curriculum Development and Adoption

End of Policy GBF.....Adopted: 10/20/09

PROCEDURE FOR REVIEW OF INSTRUCTIONAL MATERIAL

A policy with designated procedures for resource selection is a district responsibility, with professional personnel within their respective teaching areas designated the responsibility for making instructional resource recommendations to the Board.

It is a district wide responsibility to establish a means for providing broad input into our resource selection methods and to give direction in assuring well defined criteria and process. It is also a district wide responsibility to handle all requests for instructional resource reconsideration.

In order to consider the opinions of those persons in the schools and the community who are not directly involved with the selection process, and to avoid the possibility of a biased or prejudicial attitude consistently influencing selection, a District Review Committee shall deal with formal requests for reconsideration of library and instructional materials.

This committee shall be responsible for reviewing all selection standards and procedures and shall work with all departments in clarifying selection criteria. The committee shall provide a forum in which differences of opinion and possible selection errors may be openly examined.

All citizen requests for reconsideration of resource will be processed through the District Review Committee.

A procedure for processing and responding to criticism of approved material shall be established and followed. This procedure shall include a formal signed complaint form (See GBFA-E--Request for Reconsideration of Instructional Resources form, and GBFA-R--Organizational Design of District Selection and Review Committees.)

Cross Ref: Policy GBDBB/GEG, Displays Including Religious Objects or Documents
Policy IBCAB/KAF, Visitors in the Schools

End of Policy GBFA.....Amended: 10/20/09

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL
RESOURCES FORM**

Name: _____ Date: _____

Address: _____

Phone: _____

Instructional Resource to be reconsidered: _____

Reason for Reconsideration*: _____

*See GBFA-R for direction on what must be included

DISTRICT ORGANIZATIONAL DESIGN: RESPONSIBILITIES

1. Instructional Areas and Departments Selection Committee

Each area is expected to provide an organized professional team to deal with the ongoing process of resource selection.

Procedures, composition, and selection criteria should be identified by the personnel within each area.

Each area will cooperate with the District Review Committee to insure consistent and cooperative means of communication and selection.

2. District Review Committee

Responsibility:

Selection Criteria and Process Citizen Request for Reconsideration

Meetings: At the call of the Superintendent as needed to review and recommend selections and/or hear and review complaints.

A. The District Review Committee shall be formed and shall consist of:

1. One teacher appointed by the Superintendent.
2. One librarian appointed by the Superintendent.
3. Two principals, elementary & high school, appointed by the Superintendent.
4. One clergy person appointed by the Superintendent,

B. Additionally, the Superintendent may appoint, on an ad hoc basis, up to two additional committee members who may bring particular knowledge or competencies to bear on a specific request for reconsideration.

3. Complaints:

Citizens of the school community who wish to register a criticism of material should obtain the "Request for Reconsideration of Instructional Resources" form from the building principal. 2

The primary standard for removal of materials will be:

- 1) recurring vulgarity;
- 2) lack of educational suitability;
- 3) inappropriateness for an age group;
- 4) space limitations;
- 5) obsolescence.

No materials will be removed for the sole motivation of denial of access or suppression of exposure to ideas deemed distasteful by the review body.

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 instructional resource, 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 will instruct the department chairperson or other staff responsible for the materials in question to meet with the Department Selection Committee for the purpose of rendering a recommendation on the item being challenged.

The Department Committee's recommendation will be given to the principal and a meeting will then be arranged with the citizen who initiated the request. This meeting should be to inform the citizen of the Department recommendation and to permit any additional discussion to insure that the position of all parties is understood. (The principal may wish to have the Department chairman present during this discussion.) At the conclusion of the meeting with the principal and designated staff, the initiator of the request may direct the principal to forward the reconsideration request to the District Review Committee.

Within thirty (30) days of the filing of a complaint, the Superintendent shall bring the material in question to the District Review Committee for reevaluation. The initiator of the complaint shall be provided an opportunity to interact with the committee. The committee may also consider information from other sources. Upon completion of deliberation, the committee shall make its recommendation in writing to the Superintendent. The Superintendent shall inform the School Board of the committee's recommendation and send a letter to the initiator of the request informing the individual of the recommendation. The initiator may appeal the recommendation to the Board. The decision of the Board is final. All information and records shall be filed in the Superintendent's office.

Generally, access to challenged material shall not be restricted during reconsideration proceedings, but the Superintendent may limit access under unusual circumstances.

Legal Ref: Board of Education, Island Trees Union Free School District #26 v. Pico, 457 U.S. 853, 73 L.Ed. 2d 435, 102 S.C. 2799 (1982)

End of Regulation GBFA-R.....Amended: 10/20/09

LIBRARY BILL OF RIGHTS

The American Library Association Affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on a equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

End of Exhibit GBF-E1

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principals of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principals of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programing, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the development and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resists efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections,

and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school

End of Exhibit GBF-E2

COPYRIGHTED MATERIAL

Copyright is the cornerstone upon which the publishing industry is founded. The Board recognizes the need for vigilant protection of copyrighted material. However, the Board also recognizes the judicial doctrine of fair use, as outlined in Public Law 94-553 (the Copyright Act of 1976), which limits the exclusive right of copyright owners where the use of copyrighted materials is reasonable and not harmful to the rights of the copyright owner. Section 107 of P.L. 94-553 provides that "the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section (106), for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright."

The administration shall formulate guidelines for the use of copyrighted material consistent with Public Law 94-553, including the guidelines established in 1981 and published in the October 14, 1981 Congressional Record (pages E4750 to 4752) concerning off-the-air taping of copyrighted audio visual works incorporated in radio and television broadcasts for classroom use.

Any proposed usage beyond the guidelines shall be reviewed by legal counsel. The administration shall further establish a procedure of seeking permission from copyright owners for use of their materials, including the possibility of royalty payments.

The detailed regulations governing the use of copyrighted materials will be maintained in the library media center of each school. It is the responsibility of each building principal to schedule an annual review of the copyright law at the school staff orientation. It is the responsibility of the library media specialist to keep school staff informed on the use of copyrighted materials.

Cross Ref: Policy GBEF, Computer Education
Policy IFAA, Reproduction of Copyright Materials
Policy IFAAA, Computer Software
Legal Ref: U.S.C. Title XVII (P.L. 94-553)

End of Policy GBFF.....Adopted: 10/20/09

GRADUATION

Graduation from the schools of the district implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve and that they have satisfactorily passed any examinations and other requirements set by the School Board and the faculty. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional program of the schools.

The requirements for graduation shall be established in keeping with the North Dakota law.

For 2010 graduates all students, regardless of program, must earn 22 credits for graduation, including the following: English, 4; social studies, 3; science, 2; mathematics, 2; physical education, 1; electives--one of which must be in an academic area--10; and a passing grade in Driver's Education. It is understood that some students will be involved in special and adaptive programs, successful completion of which will result in graduation.

Effective July 1, 2010 all students, regardless of program, must earn 22 credits for graduation, including the following: 4 credits in English which include Literature, Composition and Speech; 3 credits in social studies including: 1 in United States History, ½ United States Government and ½ Economics or 1 Problems of Democracy, 1 of any other social studies which may include Civics, Civilization, Geography and History, Multicultural Studies, North Dakota Studies, Psychology, Sociology or World History; 3 credits in science including 1 physical science, 1 biology; 3 credits in mathematics; 1 credit of physical education or ½ credit physical education and ½ credit health; 3 credits Foreign Language, Native American Languages, Fine Arts or Career and Technical Education courses. 5 credits in electives and a passing grade in Driver's Education. It is understood that some students will be involved in special and adaptive programs, successful completion of which will result in graduation.

For students who plan to further their academic studies following graduation from high school, the following units of study are recommended as additions to or specification of the required units:

1. Mathematics--three units recommended, one unit in algebra, one unit in geometry, and one credit in Algebra II.
2. Natural sciences--three units including at least two of the three areas of biology, chemistry, and physics.
3. Foreign language--two units is recommended by the Board of Higher Education.

NDCC 15.1-21-03, High school unit - Instructional time

NDCC 15.1-21-04, Minimum high schools courses - Alternative curriculum plans

Department of Public Instruction Regulations

End of Policy FBF.....Amended:
10/20/09

PLACEMENT, PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

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 grade to 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.

Cross Ref: Policy FC, Attendance

Legal Ref: NDCC 15.1-09-33, School board - Powers

NDCC 15.1-14-01, School district superintendent – Duties

End of Policy FBE.....Adopted: 10/20/09

COMPETENCY TESTING

The instructional staff will develop standards of expected student achievement in reading, arithmetic, oral and written language, and such other areas as the staff may consider appropriate. Each student will be expected to meet the minimum standards at each level, or a plan for reteaching each child not meeting such minimum standards will be prescribed before completion of the elementary grades.

Time sequences of progress will not be fixed entirely by grade designation. Some students will demonstrate ability to move through the learning experiences of the various levels at a faster pace. Some will require additional time. The flexibility of programs and instruction will allow for such variability in pace as part of personalized instruction.

Because of the high ratios of transiency between schools and districts some flexibility in ultimate decisions on progress of children is necessary. However, students will not progress from primary to intermediate to secondary grades without acceptable accomplishment of basic skills functions unless a specific exception for defined reasons is made by the principal. The parents will be included in the decision. If an exception is made, a planned program for remediation for the student should accompany the decision.

The assessment of proficiencies will take place at least once during grades 4-6, and once during grades 7-9, and will be given in English.

If any student does not show adequate progress in mastery of basic skills as measured by the proficiency assessment, the principal will arrange a conference between a licensed employee familiar with the student and the student's progress and the parent or guardian of the student (and the student, if at secondary level), to discuss the results of the proficiency assessment, and recommended action to improve the student's progress. The elementary student will attend such conference unless the parent and the principal's designee agree that attendance would not be in the student's best interest.

Instruction in basic skills will be provided for any student who does not show enough progress toward mastery of basic skills, and will continue until the student has been given numerous chances to achieve mastery. Such instruction may be provided in summer school programs.

Legal Ref: P.L. 107-110, No Child Left Behind Act of 2001
NDCC 15.1-09-33, School board – Powers

End of Policy GCAB.....Adopted: 10/20/09

GRADING SYSTEMS

It is the philosophy of this district that students will respond more positively to the opportunity for success than to the threat of failure. It seeks, therefore, through performance objectives in its instructional program to make achievement both recognizable and possible for students. It will emphasize achievement in its processes of evaluating student performance.

The issuance of grades on a regular basis serves to promote continuous evaluation of student performance, to inform the student, parents, and his counselor of the student's progress, and provide a basis for bringing about change in student performance, if such change is necessary.

Report cards will be issued every nine weeks. The classroom instructor is responsible for notification to parents in regard to failing work done by the student. During the third week of each report card period, the teacher will notify individually all failing students in his/her classes and their parents and indicate the reasons for failing.

Letter grades is the official marking system used in the Glen Ullin School District. Plus and Minus may be used in evaluating students.

- | | |
|---------------|------------------------|
| A - Honor | D - Passing |
| B - Excellent | F - Failure |
| C – Average | I - Denotes Incomplete |

While a completely uniform grading system at and between all school levels may not be possible, the grading system must be fair and have enough consistency to accomplish its purposes. The Board encourages the study of a grading plan with a variety of elements and alternatives, such as parent-teacher conferences, anecdotal reports and checklists.

Grading will be based on many factors, such as: basal text assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; special contributions. Even though it may be difficult to establish the quality of letter grades and the methods used in arriving at a grade, there must be justification for the grades given. There must be a record which reveals how the teacher arrived at the evaluation.

Grading is not to be influenced by pressure from parents. It is not to be used as a weapon for disciplinary purposes.

CLASS RANKINGS

Rank in class shall be determined by grade point average which will be computed to the thousandth of a percent and rounded to the nearest hundredth. Only those credits earned in grades 9 through 12 will be used in the ranking. Courses must be from an accredited school.

For purposes of designation of student honors and for college admission information, the end of the third quarter of the senior year will serve as the cut-off date for computation of class rank.

To compute the grade point average and class rank, only academic courses receiving a letter grade will be considered, include classes failed and repeated.

Class rank is to be determined by assigning the highest average a rank of number one (1); the second highest, the rank of number two (2); etc. In cases where more than one student has the same numerical grade point average, all students with that average will be given the same rank. The next highest average will assume the next rank position which will indicate the number of students having a higher rank.

Honors: A student with a 3.5 average is to be considered an honors graduate. Special Honor recognition will be given to students with superior grade point averages. Calculation of honor status will be completed after the seventh (7) semester of course work.

Transfer Students: When transcripts of transfer students show such grades as P, U, or S, and where no equivalent letter grades can be obtained, such grades will not be counted in ascertaining class rank.

End of GCAD.....Amended:10/20/09

GRADUATION EXERCISES

The high school(s) will plan their own graduation exercises, with the faculty and senior class working together. Where students or other graduation speakers are selected on the basis of neutral criteria and retain control over the content of their speech, the content of the speech will not be restricted because of religious or anti-religious content of the speech. The school disclaims responsibility for such speech--neither encouraging nor discouraging in content. However, neither district nor school officials may direct or encourage prayer at graduation or select speakers because of the expectation that such speakers will include religious or anti-religious expressions in their speech.

To the extent that the district makes its facilities and related services available to private groups, the district will provide similar access on similar terms to private groups for a baccalaureate ceremony. The district and the school will not mandate student attendance nor participate in the organization of the ceremony. School employees are free to attend but will not be required to attend the private baccalaureate ceremony.

Students who have completed all requirements for graduation may participate in graduation exercises. Participation is encouraged but not compulsory.

All students participating in graduation ceremonies as diploma candidates will wear caps and gowns as prescribed by the school. Students will be expected to attend rehearsal if they intend to participate in the ceremonies.

Cross Ref: Policy IBEA/KAH, Community Use of School Facilities

Legal Ref: PL 107-110, No Child Left Behind Act of 2001

U.S. Supreme Court Lee vs Weisman (1992)

End of Policy GCC.....Adopted: 10/20/09

STUDENTS EDUCATED IN HOME SCHOOLS

The Glen Ullin Public School acknowledges the right of a parent to provide their own child's education in a home-based setting. The Superintendent will accept as correct the information on the statement of intent filed with the district in accordance with North Dakota Century Code.

Students who are being home-educated are eligible to participate in individual classes within the Glen Ullin Public School's curriculum and in all extracurricular activities on the same basis as students who are enrolled in the Glen Ullin Public Schools.

The parent of any student seeking to transfer from home-education to the Glen Ullin Public Schools will provide the district with all records concerning the courses taken by the child and the child's academic progress assessments that the parent has maintained according to law. These records, along with those of the standardized achievement tests that have been filed with the district, will be considered in placing the child in appropriate classes. Students who arrive without transcripts or other educational records which would indicate proper placement will be given standardized tests in the basic skills areas within 3 weeks of enrollment to facilitate proper placement.

Students thought to be individuals with disabilities as defined by 20 U.S.C. 1413, Section 504, and/or North Dakota law will be referred for testing and will receive an assessment within 30 days of the time the child was referred.

Evaluation resources used to determine grade placement or high school course credit will be the current achievement test and competency test for each required subject. Parental documentation of goals and objectives for each course grades 7-12 must be submitted. For instance, a senior transferring to Glen Ullin Public Schools from a home-school will be placed and receive course credit according to the principal's recommendation, after the student has taken a subject area competency and achievement tests. Results of the competency tests will be weighed against the results of the achievement tests and class averages for both. The principal in consultation with the Superintendent will then place the student and/or accept courses needed for graduation. A minimum course selection will be English, Math, Social Science, and Science (for the appropriate grade). Students eligible for a high school diploma must meet the minimum number of credits for graduation as required by Glen Ullin Public Schools.

No certificates or diplomas will be awarded to home-educated students by the Glen Ullin Public Schools, unless the student is enrolled full time for a minimum of one semester immediately preceding graduation as well as completing all the requirements to be eligible for a diploma from Glen Ullin High School. Honor Roll and class rank status will be determined by the grades received on the subject area competency tests and subjects taken at Glen Ullin Public School.

Cross Ref: Policy LABA, Alternative Education

Legal Ref: NDCC 15.1-20-02, Compulsory attendance - Exceptions

NDCC 15.1-20-04, Home education - Definitions

NDCC Ch. 15.1-23, Home Education

OUT-OF-TOWN TRIPS

Out-of-town trips shall be scheduled to provide a high level of competition for competitive activities in athletic or academic areas.

When an athletic team or participants in another school related co-curricular activity makes an out-of-town trip, the coach/advisor is responsible for the group. He/she is expected to secure adequate housing, provide proper meals and to be responsible for the conduct of the members at all times.

Overnight stays must be approved by the board. The expenses associated with the overnight stays are the responsibility of the group attending. The district will pay the overnight expenses if it is a state or national qualified event.

The Glen Ullin School District takes pride in the conduct of its athletic teams and pep club as far as sportsmanship is concerned in games and the conduct of students representing the district while staying in hotels and their conduct in cafes and restaurants. Any conduct unbecoming to an athlete is punishable by suspension from the team. In case of a storm, the coach is expected to use good judgment in starting out on a trip. The rule to follow is that no chances should be taken if there is any doubt of a safe journey. Icy conditions of roads, blizzards, or storms may make it advisable to stay overnight when plans originally were to return home. In those cases, the coach should call the Superintendent or principal, giving the names of the students on the trip so that the parents can be notified. When making the trips during the winter time, each student must come equipped with suitable warm clothing, including cap, gloves, coat, and overshoes.

End of Policy GDD.....Adopted: 10/20/09

SCHOOL YEAR AND CALENDAR

The fiscal year of the School District is July 1 to June 30. A school term consists of a minimum of 180 days of classroom instruction as defined by state law. A summer term may be scheduled by the Board.

A school calendar for the ensuing school year shall be prepared by the Superintendent and presented to the Board in December each year. The Board may receive input from teachers, students, and the community before final adoption of the calendar. Any changes in the calendar after adoption shall be subject to Board approval.

The calendar shall set forth days of attendance for students, the opening and closing dates of school, days of inservice and organizational meetings for teachers and administrators, holiday and vacation periods, parent-teacher conference days, and other schedules of importance to the staff and public.

Upon approval of the calendar by the Board, the Superintendent will distribute copies of the calendar to staff, news media, and patrons of the school district.

After-school and evening activities scheduling is the responsibility of the high school or elementary principal or Superintendent in as far as possible, elementary and secondary principals should work together to avoid scheduling conflicts.

Legal Ref: NDCC 15.1-06-02, School holidays

NDCC 15.1-06-03, School year - Definition

NDCC 15.1-06-04, School calendar - Length

NDCC 15.1-06-05, Instructional day - Reconfiguration - Application

NDCC 15.1-09-42, Educational meetings - Attendance by school district personnel

End of Policy ABD.....Amended: 10/20/09